Ctlls scheme of work

Draft planning for Mandatory unitsSession 1IntroductionTraining cycleIndividual learner experiences (2. 1)previous learning experiences and achievements, successful, formal, informal, cultural, social and linguistic background, hobbies, interests; achievements: formal qualifications, experience gained through paid orvoluntary work, experience gained through hobbies, interests or work within thehome validity and reliability, currency, time and cost, requirements of potentiallearning programme, including practical, technical, delivery and assessmentstylesTheories of learning (2. 2)Bloom??™s Taxonomy, Gardner??™s Seven Intelligences, Kolb??™sTheory and Learning Cycles, Honey and Mumford, behaviourism, cognitive andhumanistic, motivation and experiential learning, group and individual learningSession 2Styles of learning individual/group (2. 2)Styles of learning/individual: sensory preferences, tangible/abstract, sequential/random, use of intelligences (eg linguistic, mathematical, visual), learners support, debriefing and feedback, learner contracts, experiential, health and safety factors, learners??™ responsibility for organising their learningStyles of learning/groups: small group, whole group, collaborative/partnership, group dynamics, peer group support, experiential, health and safety andenvironmental controls during learning through experience, effective groupmanagement, support materials including ICT, debriefing and feedback, equity/access to learningAims/Needs of learner (2. 2)group/individual learning needs, learning styles, egvisual, kin aesthetic, auditory, variety through activity, refection, theory, planning and developing appropriate skills in learners, empowering learnersthrough negotiation and sharing needs, stimulating independent learning, patterns of teacher/learner interaction and teaching methods to meet the needsof individuals and

groups, supporting learners while they deal with unfamiliarcircumstances, assisting learners in exploring and articulating their personalaspirations, key/basic skills, ICT, practical skills, learners aspirations, careerprogression, employment, additional qualifications, community serviceIndividual needs (2. 2)models of inclusive learning, partnerships and collaboration, equal opportunities, meeting the policies, budgetary constraints, for learnerswith learning difficulties and/or disabilities, cultural and linguistic diversity, therelationship between experience of success and motivation, appropriateexplanations and constructive feedback that reinforces learning, challenginginappropriate behaviour, for learners affected by social, cultural or emotionalfactors, ways of consolidating and reinforcing learning, acceptable levels of workto enable learners to succeed, relevance to other aspects of thecurriculum/training area, apply learning in different contextsInclusive learning (2. 3)learning styles; equality of opportunity in teaching; languageappropriate to learners and subject; disability awareness; group and individualdynamics, didactic, experiential, individual, small and whole group, collaborative/team teaching, demonstration, role play, games, discussion, visits, distance, online, foster learner success, practical, research, experimentation, full-time, part-time, distance learning, online learning, work-based learning, workshop-based, supported or independent study, learner-centred learningMotivation: individual and group working, sensory preference, social, cultural andemotional factors affecting motivation, learner??™s responsibility for own learning, barriers to learning, coping strategies, negotiation, goal-setting, appropriatesupport mechanisms, fostering curiosity, appropriate level of challengeMaterials: handouts, case studies, notes, summaries, videos, textbooks, artifacts, models, exemplar

materials, adaptation of existing and commercial packages, costs, availability, appropriateness to fostering curiosity and motivationNew and emerging technologies: teaching and learning resources; audio andvisual aids; personal computers and range of software packages, CD ROM; internet, intranet, virtual learning environment (VLE), active-board/interactiveboard, learning centres, learner-centred activities; tutor-managed versus learner managedMotivation (2. 3)individual and group working, sensory preference, social, cultural andemotional factors affecting motivation, learner??™s responsibility for own learning, barriers to learning, coping strategies, negotiation, goal-setting, appropriatesupport mechanisms, fostering curiosity, appropriate level of challengeSession 3Teacher/trainerUnderstanding own role, responsibilities and boundaries (1. 1)Role/boundaries: clarification of teacher role, eg within different settings, organisations, centres; qualities of a teacher, eg responsiveness, effective communicator, inclusive, creative; limits and constraints of that role, eg when to say no, making assumptions, barriers to communication, working environment; referral strategies, eg range of support and how to access it; appropriate legislation and codes of practice, eg health and safety, equal pportunities; own role in promoting equality, eg teaching materials, translating legislation inpractice; diversity and inclusion, eg impact on teaching and classroom practice, range of differences which might present in a classroom situation; promoting inclusionResponsibilities: meeting organisation??™s requirements, eg systems, procedures; maintaining standards, eg quality assurance; keeping records, eg registers, learner work, results; health and safety in the workplace, eg policies and practicein organisations; continuing professional development, eg keeping up with

ownprofessional requirements, and teaching pedagogyTeaching methods (2. 2)lectures, seminars, workshops, 1×1, practical activity, research, project work, field work, individual and group assessments, casestudies, problem solving and interpersonal skills activities, discussion/debate, directed studyDelivery methods based on learning style (2. 2)sensory preferences, tangible/abstract, sequential/random, use of all intelligences (linguistic, mathematical, visual), didactic, experimental, team working, agreeing roles, collaborative learning, experientialDelivery methods based on learning theories (2. 2)conceptual framework and characteristics of behaviourists, cognitivist and humanist theories of learning, andragogy versus pedagogy, memorising and rote learning, experimental learning, hypothesising and testing, Bloom??™s taxonomy, Kolb??™s learning theories, Gardner??™sseven intelligences, distance and online, resources based learning, collaborativelearningTUTORIALSession 4Delivery of inclusive sessions which motivate learners (1. 4)Inclusive sessions: ground rules; learning styles, eg visual, kinesthetic, auditory; assessment of; equality of opportunity in teaching, eg making sure all learnerscan access information in a range of different ways as appropriate; group/learnercontracts, eg organisation policy, learner responsibility; motivating learners, eghow to, one-on-one support, financial support, feedback; providing feedback, egdifferent ways, question and answer, tutorial, written, spoken, group, individual; communication, eg how we communicate, body language, communication theoryInclusive learning (2. 3)learning styles; equality of opportunity in teaching; language appropriate to learners and subject; disability awareness; group and individual dynamics, didactic, experiential, individual, small and whole group, collaborative/team teaching, demonstration, role play, games, discussion,

visits, distance, online, foster learner success, practical, research, experimentation, full-time, part-time, distance learning, online learning, work-based learning, workshop-based, supported or independent study, learner-centred learningUnderstand appropriate teaching and learning approaches in the specialist area (1. 2)the role of the specialist teacher, eg unique aspects, qualificationrequirements, specialist resources; specialist knowledge and skills, eg awarenessof different areas of specialism, range of requirements both for teacher andlearners, equipment and clothing; keeping up to date, eg making sure allqualifications are current and relevant, current licence; teaching and learningapproaches, eg consideration of how to deliver and requirements for that deliveryin terms of resources, location, equipment and timingEmbedding functional skills in specialist areas: eg awareness of currentrequirements and ways in which to bring key and essential skills teaching into anyclassroom; direct learners to sources of support, eg Basic Skills Agency, DIUSAccessibility (2. 2)different approaches to and modes of learning, use of integrated ICT, distance and online learning, layout of room, access to equipment and resources, timing and pace of learning and assessment, appropriate level and type of language when delivering and assessing the programme, inclusive learning, acknowledge learner ideas and input to encourage motivation, study skills to enable learners to manage their own learning, group and individualmodes of learning, curriculum development, learners??™ progress and achievement, changing circumstances and new ideas/development, encouraging learners to adopt styles of learning appropriate to the required outcomes, related to age, gender, class culture, language, experience, perception, ability, intelligence, motivation, imposed exam/assessment results, retention and

motivationSession 5Materials (2. 3)handouts, case studies, notes, summaries, videos, textbooks, artifacts, models, exemplar materials, adaptation of existing and commercial packages, costs, availability, appropriateness to fostering curiosity and motivationResources (2. 3)design, matching to learners??™ needs and abilities, format to meet the needs of a wide range of learners including those with learning difficulties and disabilities, eg hearing or sight impairment, accessibility, storage, cost, effectiveness, fit for purpose, adaptability; written/printed resources: font type, font size, SMOG(readability) test; eg complexity of language, white space, images, layout, colourNew and emerging technologies (2. 3)teaching and learning resources; audio and visual aids; personal computers and range of software packages, CD ROM; internet, intranet, virtual learning environment (VLE), active-board/interactive board, learning centres, learner-centred activities; tutor-managed versus learner managedRole of ICT (2. 3)improving access to learning, potential of ICT in creating new modes of learning, open access and widening participation, availability, location, resource constraints, achievement of key and basic skillsLiteracy and language skills (2. 3)ESOLL: speaking ??" language, style and tone, purpose and audience, context and levels, fluency, accuracy, concepts of and competence for ESOL, convey the meaning and enhance delivery and accessibility of message, non-verbal communication; listening, eg processing of oral information, purpose, inference and background knowledge, responding to others; reading, eg find and select from a range of references, including the internet, use and reflect on a range of reading strategies to interpret texts and to locate information, identify and record the key information or messages contained within reading materialusing note-taking

techniques; writing, eg planning and drafting, editing, purpose, inference and background knowledge, interpretation and understanding, purpose and intended audience of text, layout and typographical features, barriersICT (2. 3)word processing, font, size, spellchecker, grammar checker, page layout, margins, insert/delete, spreadsheets, formulae, column, charts and diagrams, databases, mail shots, desktop publishing, digital imaging, image manipulation, internet/intranet, email, preparing resources, VLESupporting diversity (2. 3) Supporting diversity/contribute to learning/new technologies: ICT in the classroom/workshop, distance and online learning, interactive packages, computer-aided language learning, using the internet and intranet for research, access to teacher-devised learning packages, learning networks, email discussiongroups and notice boards, producing assignments, recording assessment, attendance and achievementSession 6Minimum core (2. 5)Minimum core (2. 5)awareness of personal, social and cultural factors including: attitudes in wider society, motivation, age, gender, socio-economic status, ethnicity and disability or learning difficulty; understand different attitudes of learners, understand possible reasons for different rates of learner progress, different factors affecting the acquisition of literacy skills, the importance ofliteracy in enabling users to participate in public life, society and the modern economy, knowledge of how textual features support reading, understand the barriers to accessing textLiteracy: communicating the writing process, using genre to develop writing, developing spelling and punctuation skills; expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message; find and select from a range of reference material and sources of information ??" including the internet, use

and reflect on a range of reading strategies to interpret texts and locate information or meaning, identify and record key information or messages contained within reading material using note-taking techniques; write fluently, accurately and legibly on arange of topics, select appropriate format and style of writing for different purposes and different readers, use spelling and punctuation accurately in order to make meaning clear, understand and use the conventions of grammar consistently when producing written textMinimum core: awareness of personal, social and cultural factors including: attitudes in wider society, motivation, age, gender, socio-economic status, ethnicity and disability or learning difficulty; understand different attitudes of learners, understand possible reasons for different rates of learner progress; different factors affecting the acquisition of language skills, the importance of English language in enabling users to participate in public life, society and themodern economy, potential barriers that can hinder the development of language skills, main difficulties and disabilities relating to language learning and skills developmentLanguage: multilingualism and the role of first language in the acquisition of additional languages, issues arising when learning another language or translating from one language to another, issues relating to varieties of English, dialects and attitudes towards them; the importance of context in language use and the influence of the communicative situation; making appropriate choices in oral communications, having a knowledge of fluency, accuracy and competence for ESOL learners, using spoken English effectively; listening effectively; use language, style and tone in ways that suit the intended audience, and torecognise their use by others, using appropriate techniques to reinforce oral communication, check how well the information is received and support

the understanding of those listening, use non-verbal communication to assist in conveying the meaning and receiving information, and recognising its use by others; listen attentively and respond sensitively to contributions made by othersMinimum core: awareness of personal, social and cultural factors including: attitudes in wider society, motivation, age, gender, socio-economic status, ethnicity and disability or learning difculty; understand different attitudes of learners, understand possible reasons for different rates of learner progress; different factors affecting the acquisition of numeracy skills, the importance of numeracy in enabling users to participate in public life, society and the moderneconomy, potential barriers that can hinder the development of number skills, main difculties and disabilities relating to number skills and development, common misconceptions and confusions related to number-associated difculties, create appropriate learning environmentMathematics/numeracy: making and using judgments about understanding of key numeracy: dimensions, processes and content; communicating processes and understandings; processes: capacity of number skills to support problem solving, making sense of situations and representing them, processing and analysis of data, using number skills and content, interpreting and evaluating results, communicating and reflecting findings; use strategies to make sense of a situation requiring the application of numeracy, understand validity of different methods, consider accuracy, efficiency and effectiveness when solving problems, reflect on learning, make sense of data, select appropriate format and style forcommunicating findingsMinimum core: awareness of personal, social and cultural factors including: attitudes in wider society, motivation, age, gender, socio-economic status, ethnicity and disability or learning difculty; understand different

attitudes of learners, understand possible reasons for different rates of learner progress; different factors affecting the acquisition of ICT skills, the importance of ICT in enabling users to participate in public life, society and the modern economy, potential barriers that can hinder the development of ICT skills, main difficultiesand disabilities that hinder ICT learning and skills development; understand the range of learners??™ technological and educational backgrounds ICT: purposeful use of ICT, essential characteristics of ICT ??" types, context, purpose; how learners develop ICT skills, knowledge and understanding; measuring achievement in ICT skills including e-learning and e-assessment, using ICT systems ??" word processing, data processing, image processing; finding, selecting and exchanging information including web-based systems, developingand presenting information word processing, image, webpage, digital imagingEmbedding functional skills in specialist area (1. 2)eg awareness of current requirements and ways in which to bring key and essential skills teaching into any classroom; direct learners to sources of support, eg Basic Skills Agency, DIUSTeaching and learning team (2. 1)course team, tutorial support, basic and key skills team, teaching assistants, technicians, counselling staff, careers staff, nursery and preschool supportProduction of learner contracts and needs analysis (2. 1)contracts, ILP/IEP, target-setting, action plans, scaffolding, discussions, tutorials, self-assessment, SWOT Analysis, learner??™s needs analysis, support, basic/key skills needs, individual preferred learning styleNegotiate and plan individual learning goals (2. 1)Role: to provide information for: course tutor ??" in selecting methods in planning sessions; personal tutor ??" in identifying specific needs/support; learner ??" in reviewing appropriate choices/differentiation; organisation ??" establishing needs/support/data

relating to value-added/benchmarking g programme, including practical, technical, delivery and assessmentstyles Initial assessment methods: individual interview, self-identification, tutor referral, specific or holistic assessment, practical exercises or tasks, diagnostic assessments including language, literacy and numeracy, use of evidence in selection and placement, action planning, career planning, differentiating between knowledge, aptitude and potential, identification of support needs, analysis of strengths and weaknesses in relation to course requirements, culture of open access and widening participation Learners: contracts, ILP/IEP, target-setting, action plans, scaffolding, discussions, tutorials, self-assessment, SWOT Analysis, learner??™s needs analysis, support, basic/key skills needs, individual preferred learning style Planning: intellectual and related demands of learning programme, eg prerequisite requirements, key skills, basic skills, technical skills, professional skills, practical skills, interpersonal skills, eg communication skills, team working, problem solving, interests and hobbies, specific learning difficulties, on-the-job and off-the-job, work placement, levels of commitment and personal characteristics relevant to programme eg disability and learning difficulties, style of delivery and assessment, personal aspirationsNegotiation: learning/skills gaps, future learning (units/courses), ILP/IEP, action plans, support for basic and key skills, additional appropriate associated activities need for support from other interested parties, eg social services, local education authority, employersRecord keeping (1. 1, 2. 1, 1. 5)Responsibilities: meeting organisation??™s requirements, eg systems, procedures; maintaining standards, eg quality assurance; keeping records, eg registers, learner work, results; health and safety in the workplace, eg policies and practice in organisations; Recording procedures: paper based, IT

based, documents, institutions and procedures for recording information, referral, use of information, learner ownership. Importance of this for assessment, eg who needs to know ??" external bodies, internal requirements; ways to record progress, eg electronic, paper-based, standardised forms; organisation and awarding body requirements, eg policies and proceduresResponsibilities (1. 1) meeting organisation??™s requirements, eg systems, procedures; maintaining standards, eg quality assurance; keeping records, eg registers, learner work, results; health and safety in the workplace, eg policies and practice in organisations; continuing professional development, eg keeping up with own professional requirements, and teaching pedagogySession 7Communication (2. 4)Skills (2. 4)e. g selecting and organising information clearly and concisely, presenting information in an appropriate format, explaining ideas clearly, listening and responding to learners??™ ideas, listening and questioning skills, spelling, punctuation and grammar, establishing and maintaining effective relationships to promote learners??™ participation, retention and achievement, negotiation skills, contributing to group discussions, extracting information, summarising, responding, probing and reflecting, paraphrasing, voice projection, stress andintonation, tone and pace, awareness of own body language and its meaning in a number of cultural contextsMethods (2. 4)audio/visual aids, including overhead transparencies, handouts, distance learning packs, ICT, VLE (virtual learning environment), videoconferencing, using open and closed questioning, written, verbal, use of ICT, assessment comments, peer and employer comments, formal and informal, scheduled and non-scheduledCommunication skills (2. 4)vocabulary, spelling, grammar, syntax, punctuation, register, discourse skills, accent, dialect, received

pronunciation, non-English varieties, standard English, English as an additional language, diagnostic assessment, interviewing, on-going formative assessment, deaf awareness, support needsBarriers (2. 4)language, tone, pace, clarity, appropriate to learners and context, body-language, relevance to learners??™ prior experience, social and cultural backgroundOvercoming barriers: checking understanding, targeted questioning, marking and feedback, planning and collaborative planning, redrafting and collaborative redrafting, using ICT, listening and responding to learners??™ ideas, monitoring ??" on-going evaluation and recording with action plan encouraging self-evaluationSpecialist support (2. 4)signing and specialist software and hardware, referral procedures and role boundaries, funding mechanismsEffectiveness (2. 4)purpose to foster achievement, security and confidence, raising standards, retention, to enable learners to meet course requirements, identify and redress poor motivation, challenging inappropriate behaviour, encouraging learner to take responsibility for own learning, to exploit opportunities to improve learners??™ basic and key skills, to reinforce knowledge and understanding, confidentialityTUTORIALSession 8PlanningCurriculum learning outcomes (2. 2)skills, knowledge, understanding, experience, capabilities, human and physical resources, structure and timescales, assessment method and schedule, opportunities for learners to reinforce their knowledge and understanding, opportunities for study skills, including time management; awarding body: specifications, moderation, verification and standards, evidence requirements (eg portfolio, coursework, examinations, assessment timetable andimpact on design of scheme of work)Demonstrate session planning skills (1. 1) *Subsumed in restPlanning: schemes of work, eg purpose, college/organisation models,

samples discussed; lesson plans, eg timing, content, purpose; incorporating appropriate teaching and learning strategies, eg specialist requirements, VAK (visual audio kinesthetic) learning, group work, question and answer, variation; time management, eg the importance of not doing too much, allowing enough time for different activities, making time allowance clear on plan; micro-teachScheme of work (2. 2)interpretation of the curriculum/training requirements in terms of syllabuses and schemes of work, structures, aims, activities, learning objectives, outcomes from programme of study, timing and sequencing, resources, assessment schedule, learning through experience, evaluation processes, maintains learners interest and engagement with the learning processso that they can experience success, fosters security and confidence and a productive learning environmentLesson plan (2. 2)aims and precise objectives, targets and content, variety of teaching and learning activities, linking aims to programme requirements and learners needs, stages of lesson, activities, sequencing, pacing, timing, variety, assessment opportunities, links with appropriate agencies to enhance curriculum delivery, personal experiences to enhance and contribute to learning, opportunities for groups and individuals, learning through experience includingopportunities to demonstrate and practice skills, define subject, technical knowledge and skills integral to provision, ways to encourage individual and independent learning, identify and redress poor motivation and inappropriate behaviourSelecting resources (1. 3)Selecting resources: how to select the correct equipment, venue, handouts, and ensuring that they are appropriate in quality and quantityUnderstanding own role, responsibilities and boundaries (1. 1)PlanningCurriculum learning outcomes (2. 2)skills,

knowledge, understanding, experience, capabilities, human and physical resources, structure and timescales, assessment method and schedule, opportunities for learners to reinforce their knowledge and understanding, opportunities for study skills, including time management; awarding body: specifications, moderation, verification and standards, evidence requirements (eg portfolio, coursework, examinations, assessment timetable andimpact on design of scheme of work)Demonstrate session planning skills (1. 1) *Subsumed in restPlanning: schemes of work, eg purpose, college/organisation models, samples discussed; lesson plans, eg timing, content, purpose; incorporating appropriate teaching and learning strategies, eg specialist requirements, VAK (visual audio kinesthetic) learning, group work, question and answer, variation; time management, eg the importance of not doing too much, allowing enough time for different activities, making time allowance clear on plan; micro-teachScheme of work (2. 2)interpretation of the curriculum/training requirements in terms of syllabuses and schemes of work, structures, aims, activities, learning objectives, outcomes from programme of study, timing and sequencing, resources, assessment schedule, learning through experience, evaluation processes, maintains learners interest and engagement with the learning processso that they can experience success, fosters security and confidence and a productive learning environmentLesson plan (2. 2)aims and precise objectives, targets and content, variety of teaching and learning activities, linking aims to programme requirements and learners needs, stages of lesson, activities, sequencing, pacing, timing, variety, assessment opportunities, links with appropriate agencies to enhance curriculum delivery, personal experiences to enhance and contribute to learning,

opportunities for groups and individuals, learning through experience includingopportunities to demonstrate and practice skills, define subject, technical knowledge and skills integral to provision, ways to encourage individual and independent learning, identify and redress poor motivation and inappropriate behaviourSelecting resources (1. 3)Selecting resources: how to select the correct equipment, venue, handouts, and ensuring that they are appropriate in quality and quantitySession 9 Micro teach 1Session 10AssessmentUnderstand the use of different assessment methods and need for record keeping (1. 5) (subsumed in following)Assessment: different methods and types, eg formative, summative, examination, assignment, project-based; need to be familiar with assessment process on any course; be aware of different types of assessment used on different programmes and whether it is designed in-house or by external organisations; usefulness of initial diagnostic assessment, eg literacy, numeracy, ICT, support available, course requirementsRecord keeping: importance of this for assessment, eg who needs to know ??" external bodies, internal requirements; ways to record progress, eg electronic, paper-based, standardised forms; organisation and awarding body requirements, eg policies and proceduresUnderstand key concepts and principals of assessment (3. 1)Concepts: diagnostic, formative, summative, cultural and linguistic bias in assessment instruments, demotivation, gender issues, improve and sustain performance, benchmark performance, use as a measure of success, performance tables, accountability, socio-economic and cultural functionsPrinciples: learning issues, compare learners, teachers and organisations, set standards/benchmarks, recognise competence and achievement, award qualifications, motivate learners, inform planning, select

and control to enable progression, assess how far learning objectives have been met, evaluate own performance as a teacher, improving teaching, individual learning programmes, feedbackUnderstand and use different types of assessment (3. 2)Assessment types: formative, summative, linear, modular, synoptic, accreditation of prior learning (APL), self, peer, online, continuous, online, end-of-programme, coursework, multi-choice, essay-style answers, short answer tests, short answer tests with justifications, open-book, projects including research activities, practical skills-based testing, experiments, observationLearners??™ needs: improvement score, recognition of improvement, motivation, self-assessment, realistic target setting, action planning, learner achievement beyond national norms and scores, tutorial systems and development of key/basic skills, identifying support needs, guidance, individual study skills, learner ownership when monitoring, reviewing own progress, equality of opportunity and access process is coherent, addresses correct conditions/environment and sufficient/appropriate to resourcesInitial assessment methods (2. 1)Understand the strengths and limitations of a range of assessment methods (3. 3)Advantages and disadvantages: validity, viability, reliability, manageability, costs and effectiveness, meeting national standards, access, addressing individual or group needs, flexibility, opportunities to support learners, use in motivating learners, encouraging learners in self assessment, learner ownership of assessment, rigorousEffectiveness in design: coherent, realistic and relevant to encourage learning, assess the outcomes, confirm standards achieved, sufficiency, clear procedures, feedback on assessment outcomes, timescales, assessment procedures conforming to organisation and national requirements including awarding

bodies, computerbased and online, marking schemes and grade descriptions, guidance to learners, reflect content of syllabus/training programme, track progress and skills/knowledge acquired, pre-seen materials, published materialsActivities: coursework, multi-choice, essay style answers, short answer tests, short answer tests with justifications, open book, projects including research activities, practical skills-based testing, experiments, demonstration observation, alternative assessment opportunities for learners with special assessment requirementsEvidence: valid, coherent, reliable, fair, accessible, realistic, relevant, cost effective, manageable, length, fit for purpose, robustness, timing, credibility and compatibility with learning programme and required learning outcomes, coherence, adhere to college and/or industry, awarding body and government requirementsPeer assessment: group guidelines, group dynamics, diversity, inclusion, access to assessment, collaborative activities, formal and informal opportunities for peer assessment, creating supportive environments in which peer assessment is encouraged, peer teaching opportunities, pairing learners to encourage safe peer assessment, creating appropriate conditions/environment and resources for peer assessment Self assessment: creating a safe environment for, encourage learners to selfassess informally, creating opportunities for formalising self- assessment, providing learners with skills, building individual self-confidence, learner ownership of their own achievement records when monitoring and reviewing own progress, individual learning and assessment programmes based on outcomes of self-assessmentUnderstand the role of feedback (3. 4)Feedback: clear, constructive on assessment outcomes, within agreed timescale, assessment information to appropriate stakeholders (eg parents, careers,

colleagues, QCA, QAA, FE and HE, Learning and Skills Council, inspectorate, employers, awarding bodies, manager, line manager), negotiating with learners, interactive, appropriate environment and language, specific to assessment requirements, types, eg feedback ??? sandwich??™ (praise-criticism-praise), identifying assessment outcomes as basis of improvement/target setting, measuring achievement in setting goals/action planning, use of feedback from range ofappropriate sources, eg work-based assessorQuestioning: questioning skills, open and closed questions, negotiation, pacing, listening skills, interactive strategies, engaging learners, motivation, positivist approaches to questioning, recognising the value of others??™ contributions, checking understanding, targeted questioning, listening and responding to learners??™ ideas, alternative strategies for learners with specific, particular needsOpportunities for feedback: initial assessment in selection of learning goals through negotiated feedback, feedback opportunities linked through practical activities, informal feedback to individuals and groups, encouraging learners??™ feedback, peer feedback, creating a safe environment through appropriate feedback, feedback in ongoing assessment, timing of feedback to encourage learner ownership and control over learning outcomes, verbal and written feedback to suit the occasionQuestioning learning: informal questioning as learning check, timing of questioning in teaching session, encouraging learners to question, creating formal opportunities for learners to question teacher and each other, recording outcomes of questioning, negotiating feedback with learners, encouraging learners to provide feedback on their own learningSession 11Understand how to monitor, assess record and report learner progress (3. 5)Assessment requirements: criterion and norm-

referencing, roles of assessors, verifiers, moderators and examiners, marking and assessment criteria, competencies, interpretation of marking schemes, awarding body requirements, reflecting vocational standards, ILP/IEP profile/summative profileProgramme: requirements of learning programme, credible and compatible assessment opportunities for generating evidence for skills, knowledge and/orunderstanding, naturally occurring evidence, opportunities for basic skills, standards moderation, grading and awarding, assessor awards, national standards sampling in-house and external systems, sampling, internal and external verification systemsRequirements: coherent, valid, fair, reliable, realistic, relevant, assess specified outcomes that meet college/organisation and external requirements, equality of opportunity and access, coherent process, correct conditions/environment, sufficient and appropriate resources, awarding body requirements, assessment or performance criteria, mark schemeConduct and record: exam results, academic and/or vocational achievements, APL, progress, assessment outcomes to modify individual learning/assessment programmes as appropriate, performance table, external verifiers/moderators, awarding body and/or organisational procedures to record assessment results that are valid/reliable/compatible with the learning programme, conform to organisation??™s and national requirements, eg awarding bodies, resources, rigour in recording and tracking learners??™ achievementsAssessment information: identify ways in which teaching can be improved, to inform local, regional and national league tables, government and organisational statistics, to inform quality assurance and control systemsLegitimate stakeholders: learners, employers, inspection agencies, awardingbodies, subject team, to modify and amend learning programmes, schemes ofwork,

timing and types of assessment, teaching and learning materialsUnderstand how to evaluate the effectiveness of own practice (3. 6)Evaluate: procedures, coherence, validity, currency, reliability, authenticity, fit for purpose, promote equality of opportunity and address needs of all learners, conditions for assessment, resources, fairness, consistency, sufficiency, correct levels for particular types of learning, procedures used, eg mapping against syllabuses and standards, grades, marks, recording and monitoring achievement and progress, as part of a learner profile, record of achievement/progress fileChanges modifications: design and delivery of learning, programme and assessment schedules, long-term planning, amendments or changes to assessment activities (eg their timing and scheduling), resource requirements, producing results, challenging learners and their learning styles, motivating and targeting selected learnersSession 13Reflection, evaluation and feedback and self development (2. 6)Reflection: measure of learners??™ success, achievement of personal goals, targets, constraints and opportunities, personal judgments, feedback from learners, teachers, managers, external evaluators, other individuals and professionals, risk assessment, self and team reviews, self-assessment report, formal and informal evaluation procedures, observation reports, outcome from appraisalDevelopment of own practice: action plan, realistic goals and targets for own development, timescales, milestones, monitoring and modifications, updating subject knowledge, technical expertise, skills and self-confidence, modifications to learning programmes and support materials, explore new modes of delivery and assessment, changes in roles and responsibilities, technologies to extend and enhance learning and assessing, contributing to curriculum developmentOpportunities: continual

professional development (CPD), further qualifications, updating courses, industrial secondment, retraining in staff shortage areas, mentoring, work shadowing, peer observation, videoing own practiceFurther information on the Professional Standards can be found in Annexe C. Understanding own role, responsibilities and boundaries (1. 1)TUTORIALSession 14Micro teach 2