

Appendix 2: All Units

Mandatory Group A

Unit title	Understanding roles, responsibilities and relationships in education and training (H/505/0053)	
Level	3	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the teaching role and responsibilities in education and training.	1.1	Explain the teaching role and responsibilities in education and training.
	1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities.
	1.3	Explain ways to promote equality and value diversity.
	1.4	Explain why it is important to identify and meet individual learner needs.
2. Understand ways to maintain a safe and supportive learning environment.	2.1	Explain ways to maintain a safe and supportive learning environment.
	2.2	Explain why it is important to promote appropriate behaviour and respect for others.
3. Understand the relationships between teachers and other professionals in education and training.	3.1	Explain how the teaching role involves working with other professionals.
	3.2	Explain the boundaries between the teaching role and other professional roles.
	3.3	Describe points of referral to meet the individual needs of learners.
Additional information about the unit		
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.	
Unit available from	April 2013	
Unit review date	31 May 2017	
Details of the relationship between the unit and relevant	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.	

Optional Group B

Unit title	Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052)	
Level	3	
Credit value	6	
Learning outcomes	Assessment criteria	
The learner will	The learner can	
1. Understand inclusive teaching and learning approaches in education and training.	1.1	Describe features of inclusive teaching and learning.
	1.2	Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs.
	1.3	Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.
2. Understand ways to create an inclusive teaching and learning environment.	2.1	Explain why it is important to create an inclusive teaching and learning environment.
	2.2	Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs.
	2.3	Explain ways to engage and motivate learners.
	2.4	Summarise ways to establish ground rules with learners.
3. Be able to plan inclusive teaching and learning.	3.1	Devise an inclusive teaching and learning plan.
	3.2	Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs.
4. Be able to deliver inclusive teaching and learning.	4.1	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs.
	4.2	Communicate with learners in ways that meet their individual needs.
	4.3	Provide constructive feedback to learners to meet their individual needs.
5. Be able to evaluate the delivery of inclusive teaching and learning.	5.1	Review the effectiveness of own delivery of inclusive teaching and learning.
	5.2	Identify areas for improvement in own delivery of inclusive

Optional Group C

Unit title	Understanding assessment in education and training (R/505/0050)	
Level	3	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand types and methods of assessment used in education and training.	1.1	Explain the purposes of types of assessment used in education and training.
	1.2	Describe characteristics of different methods of assessment in education and training.
	1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.
	1.4	Explain how different assessment methods can be adapted to meet individual learner needs.
2. Understand how to involve learners and others in the assessment process.	2.1	Explain why it is important to involve learners and others in the assessment process.
	2.2	Explain the role and use of peer- and self-assessment in the assessment process.
	2.3	Identify sources of information that should be made available to learners and others involved in the assessment process.
3. Understand the role and use of constructive feedback in the assessment process.	3.1	Describe key features of constructive feedback.
	3.2	Explain how constructive feedback contributes to the assessment process.
	3.3	Explain ways to give constructive feedback to learners.
4. Understand requirements for keeping records of assessment in education and training.	4.1	Explain the need to keep records of assessment of learning.
	4.2	Summarise the requirements for keeping records of assessment in an organisation.
Additional information about the unit		
Purpose and aim(s) of the unit	The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.	