Unit 2: Planning to Meet the Needs of Learners in Education and Training

Unit reference number:

A/505/1189

Level: 4

Credit value: 3

Guided learning hours: 15

Unit aim

The aim of this unit is to enable the learner to agree individual learning goals with their students, to plan inclusive teaching and learning in accordance with internal processes and external requirements, and to evaluate their own practice in planning teaching and learning. It covers what expectations are in relation to the minimum core in planning inclusive teaching and learning. In August 2003 FENTO introduced the minimum core of language, literacy and numeracy for inclusion in all post-16 teacher education programmes. Since September 2000 it has been expected that initial teacher education programmes should equip all trainee teachers to develop inclusive approaches to addressing the language, literacy and numeracy needs of their learners.

This unit addresses issues underpinning the planning of learning and teaching from the first point of contact with students, through initial and diagnostic testing.

Understanding the role of initial and diagnostic assessment will enable learners to actively negotiate and record individual goals. This, in turn, will enable their students to take increased responsibility for the learning process.

In all the units in this qualification there is a need to evaluate practice and involve learners in the process in order to develop the best practice in teaching and learning and to create opportunities to incorporate minimum core requirements.

This unit addresses the need to identify ways in which learning and teaching may be improved to meet individual learner needs. This means that emphasis must be placed on opportunities for learners to evaluate their own planning and preparation of sessions that form part of their teaching practice.

Essential requirements

There are no special requirements for this unit, but it should be approached with a consideration of the links between this unit and the others in the Certificate. In particular, this planning unit must be developed through the delivering unit in order to make the most effective use of evidence such as scheme of work and session plans.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
1	Be able to use initial and diagnostic assessment to agree individual learning goals with learners	1.1	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals	□ Role, e.g. information for course tutor, current levels knowledge and understanding, existing skills, achievements, motivation, background. □ Learning goals, e.g. requirements of learning programme, individual or group contracts, goals identified through learning or training needs analysis, long- or short-term target setting, action plans, ILP.	□ Learner-led discussion leading to context-based research task (individual or pairs) □ Use and analysis of individual diagnostic assessment activities, LNA (Learning Needs Analysis) □ Organisation policies and procedures for initial and diagnostic assessment □ Examples of methods used with own learners and recording used □ Personal learning log.
		1.2	Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners	□ Methods, e.g. negotiation, self-assessment, tutorial, discussion, recognising learning or skills gaps, agree support needs, need for referral as appropriate, liaise on behalf of learner.	
		1.3	Record learners' individual learning goals	□ Recording, e.g. Individual Learning Plans (ILP), action plans, paper-based or IT-based, organisation procedures for recording information, learner ownership, sharing others	

Learning outcomes		Assessment criteria		Unit amplification		Delivery guidance	
2	Be able to plan inclusive teaching and learning in accordance with internal and external requirements	2.1	Devise a scheme of work in accordance with internal and external requirements	□	Curriculum requirements, e.g. interpretation of awarding body outcomes, requirements of professional/vocational standards, knowledge content, skills opportunities, sequencing of content, required level.	□	Review examples of scheme of work exemplars
				□	Assessment requirements, e.g. methods and schedule, evidence requirements, moderation and standardisation.	□	Individual research into own curriculum or unit guidance
						□	Practical activity – pairs or small groups
				□	Learner requirements, e.g. learning preferences, individual and group work, equality of access, developing on and reinforcing learning, opportunities for study skills.	□	Learner-led discussions
						□	Personal learning log
				□	Organisational requirements, e.g. standardisation, internal quality assurance, inspection criteria		
		2.2	Design teaching and learning plans that meet the aims and individual needs of all learners and curriculum requirements	□	Learning plans, e.g. aims and objectives, subject knowledge and skills content, timing, sequencing, range of approaches, linked assessment, opportunities for minimum core.	□	Learning preference questionnaires, e.g. Honey and Mumford
						□	Workshops for session planning skills
				□	Learner requirements, e.g. variety of learning and teaching activities, opportunities to demonstrate and practice skills, planned reflection, opportunities for feedback.	□	Case studies created or based on individual practice
						□	Tutor- led or learner-led discussions
						□	Personal learning log

Learning outcomes	Assessment criteria		Unit amplification	Delivery guidance
	2.3	Explain how own planning meets the individual needs of learners	□ Learner needs, e.g. recognition of differences, varied aspects of Kolb's Learning Cycle (activity, reflection, research, planning), planning around Bloom's types of learning (knowledge, attitude, skill), providing flexible approaches, resources-based learning, encouraging independent learning, learner centred, opportunities to check and correct learning.	□ Research and presentations □ Small groupwork activity □ Tutor led or learner-led discussions. □ Personal learning log
	2.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners	□ Adapting plans, e.g. negotiating to meet individual needs, alternative activities, individualise learning plans, extension activities, blended learning to increase flexibility, presentations, focus on group or collaborative activities, peer teaching.	□ Case studies created or based on individual practice □ Small-group activity to develop individualised learning plans □ Discussion
	2.5	Identify opportunities for learners to provide feedback to inform inclusive practice	□ Learner feedback, e.g. encourage informal in-session student feedback, use of discussion, planned formal session/unit/course reviews, use of feedback pro forma, individual learner reviews, election of learner representatives, learner contributions to team meetings.	□ Examples taken from practice □ Discussion □ Sample pro forma

Learning outcomes	Assessment criteria	Unit amplification	Delivery guidance
3 Be able to implement the minimum core in planning inclusive teaching and learning	3.1 Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning	□ Minimum core planning opportunities, e.g. recording evidence of group discussion, individual or group presentations, locating and processing information and responding to others, note taking, project work, research reading and online, use of numeracy in data collection and analysis.	□ Tutor-led discussion to explore opportunities for incorporating minimum core into the planning of learning and teaching, following on from discussions on session planning eg case studies □ Minimum core standards
	3.2 Apply minimum core elements in planning inclusive teaching and learning	□ Teaching, e.g. group discussion, individual or group presentations, project work, research, data. □ Literacy, e.g. reading, research, written assignments, projects, tests, report. □ Language, e.g. question and answer, pair work, group work, discussion, learner presentations, assessment. □ Numeracy, e.g. measurement, proportions, numbering, scale, calculation, presenting data. □ ICT, e.g. word or data processing, researching, presenting information, e-learning, use of intranet.	□ Examples of naturally occurring evidence (embedding) □ Session plans □ Observed session feedback

Learning outcomes		Assessment criteria		Unit amplification		Delivery guidance
4	Be able to evaluate own practice when planning inclusive teaching and learning	4.1	Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others	□	Own review of planning, e.g. fit for purpose, time management, meeting goals, content coverage, skills opportunities.	□ SWOT analysis □ Review of feedback from tutors or line manager on planning skills □ Personal learning log
				□	Views, e.g. self-evaluation, formal and informal feedback from students, tutor or mentor observation feedback, student satisfaction.	
				□	Effectiveness in assessing, e.g. achieving goals, meeting timescales, assessment requirements, achievement data.	
		4.2	Identify areas for improvement in own planning to meet the individual needs of learners	□	Improving own practice in planning, e.g. mentoring support, team working to support development, internal verification at planning stage, work shadowing, awarding organisation training or updating of curriculum requirements, updating technical knowledge and expertise.	□ Action planning □ Working alongside an experienced practitioner □ Discussion with mentor □ Individual research

Information for tutors

Delivery

To reflect the requirements of this unit the delivery approach should provide plenty of opportunities for learner-centred activities – based around the development of practical skills important in preparing and planning education and training. Because there is a need for learners to understand the underlying principles there also needs to be a balance between practice and tutor-led activities. Alternatively, this can be developed through learner-centred approaches based on individual research.

Throughout the units in this qualification, learners will be developing skills, knowledge and understanding. As part of this process, when analysing approaches to teaching and learning, learners should be given opportunities to draw on their experiences and those of their peers, as well as those of more experienced practitioners. As learner responsibility is at the core of all the units, tutors should use opportunities for teaching by example.

Although this unit does not require evidence of teaching practice it does give learners the opportunity to select learning and teaching approaches from their own context and share them with others from a range of contexts, reflecting different curriculum or student needs. There are opportunities for individuals to provide individual case studies and mini-presentations and so that there is a strongly learner-centred approach to delivery. Centres should note that for this unit, learners are required to review and analyse their choices and actions regarding their programmes and plans for teaching practice. It is important to review and build on what has been covered in previous units to avoid duplication and over-teaching.

In promoting best practice, tutor delivery provides an opportunity to focus on structuring schemes of work and session plans that avoid the narrative or scripted approach. By focusing on learning rather than teaching, learners have the opportunity to review different approaches. The tutor's role can be viewed primarily as a facilitator who exposes learners to a variety of planning, learning and teaching approaches in order to allow individual learners to identify and develop strategies that best meet the needs of their own curriculum, learners and context. For this reason, wherever possible, delivery of the unit should be related to learners' own teaching situations, learners and experiences. To provide the required underpinning knowledge, learners should be actively challenged to question the validity of their approaches

Tutor delivery should help inform both individual practice and group learning by complementing the case studies or mini-presentations being considered by learners. It should also help in the delivery of underpinning principles to support, rather than lead, learner input. It is important to emphasise how this unit links with current professional standards and learners should discuss the issues raised by the unit content formally and informally. Learners should use assessment tools to help them evaluate their performance as a teacher, identifying opportunities for improvement.

Delivery should provide essential links to all other units in the Certificate so that learners can see the process of education and training as a whole. Evidence identified through one unit can be developed through all the others for example a scheme of work and session plans developed in this unit that includes assessment opportunities and resources from other units, is delivered and observed through teaching practice.

Learning activities

At the beginning of the unit, time should be spent discussing learning and assessment activities, including the links between units, the use of teaching practice as part of the learning process and the use of evidence from the workplace.

Learning outcome 1

It should be possible to draw on learners' experiences for the purposes of initial and diagnostic assessment. Reviewing initial and diagnostic assessment approaches such as learning or training needs analysis (LNA/TNA), key skills or minimum core and specialised testing could be the basis of whole-group discussion on the role and methods used for initial and diagnostic assessment in different contexts. Learners can carry out an individual initial assessment activity based on what centres currently use as a learning styles questionnaire (for example such as Honey and Mumford, the VARK test or the Multiple Intelligences questionnaire) and compare the results from at least two different tests. Following completion of the individual activity, whole-group discussion with tutor input could be used to highlight the value of initial and diagnostic assessment to session planning and identifying learner needs. This is important as it helps learners recognise that not everyone views learning in the same way they do.

Learning outcome 2

Each member of the group selects and prepares a presentation on one teaching method used with their students. Each individual explains underlying principles, for example Kolb (activity, reflection, research, planning) Bloom (knowledge, attitude, skill), and how these have informed their choice of method. They then provide at least one example or case study to demonstrate how the selected method has been adapted to meet a specific, individual learning need. A whole-group review of presentations should be followed by discussion in order to transfer learning for use in session planning.

These activities should then be summarised by the tutor, with the addition of any important aspects not covered by the group.

Learning outcomes 2 and 3

Tutors can demonstrate the qualities of a scheme of work through teaching by example, using the Certificate programme as a case study for a scheme of work.

Learners can be provided with the awarding organisation's requirements. The tutor presentation can be used to explain how the requirements are converted into a realistic programme that meets the requirements for content and timing. It should also mention alternative, more flexible, approaches that aid accessibility such as distance learning or blended learning models. Similarly, session plans can be based on an example from the Certificate programme session plans as a case study.

A basic structure is usually created with:

- aims and objectives
- timings
- subject or technical knowledge and skills content
- a variety of learning and teaching activities
- resources
- assessment opportunities (and minimum core)
- session evaluation.

Along with aims and objectives, most session plans include a section to identify any special requirements of the group or individuals where the plan may need to be adapted to highlight examples of good practice.

An example would be a small-group activity using the minimum core documents: learners divide into four groups; each group prepares an activity (lasting no more than 10 minutes) that could be included in a session plan for one of the minimum core areas (one for language, one for literacy, one for numeracy and one for ICT). Tutors can provide an appropriate level of challenge by selecting a core area that the group has not already covered, for example numeracy, but care should be taken to ensure all areas are covered. Groups should then be paired and the activity should be actively tested on the partners. Outcomes are fed back through small groups to the whole group. This activity should be followed by tutor-led discussion, exploring opportunities for incorporating minimum core into the planning of learning and teaching (following on from discussions on session planning). Using appropriate minimum core documents (key skills/functional skills/basis skills) individuals prepare an activity to include in one prepared session plan.

Learning outcomes 1, 2 and 3 – In observed teaching practice learners have the opportunity to show their use of the outcomes of appropriate methods of initial and diagnostic assessment with students, including negotiating and recording individual learning goals with students. Learners should provide examples of individualised teaching and learning programmes. These could be for example:

- a scheme of work to cover teaching practice (or equivalent to reflect specialist requirements) that meets the needs of all learners and relevant curriculum requirements

- a minimum of three session plans, including elements of the minimum core, that are observed as part of the Certificate programme requirements.

Learning outcome 4

This requires learners to evaluate their practice and identify areas for improvement. To be able to do this effectively, learners need tutor guidance and, at least initially, be given with quite structured activities. Not all learners are automatically

'reflective' and these need at least the basic tools if they are to be expected to produce something useful from the activity. A useful activity is for individuals to be required to provide peer feedback on a microteaching activity so that they can then structure their self-assessment in a similar way. This can then be developed further through a reflective journal, where learners evaluate their practice in planning inclusive learning and teaching. In pairs they review their practice and analyse ways to improve it.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit. Learners need opportunities to demonstrate evidence at the appropriate level. Extended writing showing a range of research areas and Harvard referencing, should be used to support evidence from practical teaching activities.

It is possible to use the individual learning record approach to assessment and, with the addition of a single piece of extended writing, develop and demonstrate the level of understanding required for this unit. It is important that learners have enough opportunities to demonstrate their ability to expand ideas and develop their understanding through undertaking sufficient background research. This relates particularly to the underpinning knowledge required to make initial and diagnostic assessment meaningful when analysis is required in the assessment criteria.

Learners' research should inform their understanding of the principles of inclusive learning and learning styles and how this informs their choice of teaching methods. It should link to the practical teaching activities.

Assessment activities

Sample suggested assessment activities that cover the assessment criteria are given on the following pages. They are for guidance only and it is recommended that centres either adapt given suggestions to meet local needs and resources or write their own assessments.

Criteria covered	Assessment activity	Assessment evidence
1.2, 1.3	As part of observed teaching practice, learners show use of the outcomes of appropriate methods of initial and diagnostic assessment, including negotiating and recording individual learning goals with students.	Examples of initial and diagnostic assessment activities. Lesson plans that have been evaluated fully regarding planning and meeting student's needs. Personal learning log. Record of observation and assessment records.
1.1, 2.3 2.4	Based on appropriate examples of initial and diagnostic assessment, learners use research to analyse the role of initial and diagnostic assessment in selecting teaching methods when planning sessions. Learners explain how choices of teaching methods meet the needs of all learners and help in negotiating individual learning goals. Learners provide three case studies to show how session plans can be adapted to meet the individual needs of one competent student and one student lacking confidence, and one student requiring special consideration, for example a student with dyslexia or with English as a second language.	Written assignment. Personal learning log.
2.1	Learners produce a scheme of work to cover teaching practice (or equivalent to reflect specialist requirements) that meets all learner and curriculum requirements.	Scheme of work. Course syllabus or specification. Teaching portfolio.
2.2, 3.2	Learners produce a minimum of three session plans, each of which lasts a minimum of 1 hour and includes elements of the minimum core. The plans are observed as part of the Certificate requirements, and also identify opportunities for learners to provide feedback. (If sessions are normally shorter than an hour, combine or arrange for an observed session specifically to allow for this.)	Teaching portfolio and session plans.

Criteria covered	Assessment activity	Assessment evidence
2.5, 4.1, 4.2	Using feedback from their learners, as well as from their teaching practice observations and self-evaluation, learners reflect on the effectiveness of their practice, identifying ways in which their planning meets the needs of their learners. Learners also analyse ways in which they can improve their practice.	Written assignment and action plan. Personal learning log.
3.1	Learners use feedback from learners, as well as from teaching practice observations and self-evaluation, to evaluate each observed session. During observation feedback, learners explain how minimum core elements were covered in planning at least one of the sessions.	Session evaluation, learner feedback, personal development record and record of professional discussion.

Suggested resources

Books

Beere J — *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010) ISBN 9781845904609

Petty G – *Teaching Today: A Practical Guide*, *4th Edition* (Nelson Thornes, 2009) ISBN 9781408504154 (supported by website materials at www.geoffpetty.com)

Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS)*, *1st Edition* (Learning Matters, 2011) ISBN 9780857251022

Roffey-Barentsen J and Malthouse R – *Reflective Practice in the Lifelong Learning Sector (Achieving QTLS)*, *1st Edition* (Learning Matters, 2009)

ISBN 9781844451845

Wallace S — *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition* (Learning Matters, 2011) ISBN 9780857250629

Journals and/or magazines

Times Educational Supplement – FE Focus

Websites

www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.ifl.ac.uk	Institute for Learning (IFL)
www.geoffpetty.com	Geoff Petty online teaching resources
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)