**CET Assignment 2: Planning to meet the needs of learners in Education and Training**

Assessment tasks you should complete for this assignment:

**Part A Scheme of Work**

Create a **Scheme of Work (SOW)** for a course you are teaching or intend to teach. This should be a minimum of 30 hours in length. This must meet internal and external requirements (e.g. organisation, awarding bodies, employers etc) *(2.1)*

**Part B Lesson Plans**

Produce **three lesson/session plans**, one for each of your observed sessions which meet the aims and individual needs of all your learners and the curriculum you are teaching *(2.2)*

**Explain** how your plans meet the individual needs of your learners, and ways they have been adapted or how they could be adapted to meet the individual needs of your learners. Also identify opportunities for learners to provide feedback to inform your inclusive practice. This should be included in your **‘justification of approach’** for each of your 3 observed sessions. *(2.3,2.4,2.5)*

**Part C Initial and diagnostic assessment**

1. **Analyse** the role of initial and diagnostic assessment in agreeing individual learning goals, and identify the initial assessment methods used in your organisation including their benefits and limitations *(1.1)*
2. **Explain** how you have used methods of initial and diagnostic assessment to negotiate and agree learning goals with your learners *(1.2)*
3. Provide a **copy of 2 learners’ goals and initial assessment records** *(1.3)*

*Word count guidance 500 words (excluding learner records)*

**Part D Minimum Core (Maths/English/ICT)**

1. **Analyse** ways in which minimum core elements can be demonstrated in planning inclusive learning and teaching *(3.1)*
2. **Explain** how you have applied minimum core elements in planning inclusive teaching and learning (give examples) *(3.2)*

*Word count guidance 500 words*

*(continued overleaf)*

**Part E Evaluation of own practice in planning inclusive teaching and learning**

**Reflect** on the effectiveness of your own practice when planning to meet the needs of learners, taking account of the views and feedback of learners and others (e.g. managers, colleagues, teaching support, advisors, etc) and identify areas for improvement in your own planning to meet the individual needs of learners *(4.1,4.2)*

*Word count guidance 500 words*

**Part F**

You must ensure that all assessment criteria for the unit are met within your materials for this assignment by **MARKING** your own work using the sheet on page 3/4 and attaching the sheet to your work when you hand it in. Do NOT forget to do this!

**CET Assignment 2: Planning to meet the needs of learners in Education and Training- Personal Marking Sheet**

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| **Name:** |  |
| **Date:** |  |
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| **General** | **X** | **Page or Section** |
| Scheme of work (30 hours) |  |  |
| 3 lesson plans |  |  |
| Copies of 2 learners’ goals & initial assessment records |  |  |
| Justification of Approach x3 (observed sessions) |  |  |

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| **Criteria** | **X** | **Page or Section** |
| **Part A: Devise a scheme of work (covering 30 hours of contact time in total) to meet the aims and individual needs of all learners and curriculum requirements.** | | |
| *2.1. Devise a scheme of work in accordance with internal and external requirements.* |  |  |
| **Part B: Produce 3 teaching plans to meet the aims and individual needs of all learners and curriculum requirements.** | | |
| *2.2. Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements.* |  |  |
| **Part B: Write x3 Justification of Approach for each observed session.** | | |
| *2.3 Explain how own planning meets the individual needs of learners.* |  |  |
| *2.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners.* |  |  |
| *2.5 Identify opportunities for learners to provide feedback to inform inclusive practice.* |  |  |
| **Part C: Initial and Diagnostic Assessment** | | |
| *1.1. Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals.* |  |  |
| *1.2. Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners.* |  |  |
| *1.3. Record learners’ individual learning goals* |  |  |
| **Part D: Minimum Core (Maths/English/ICT)** | | |
| *3.1. Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning.* |  |  |
| *3.2. Apply minimum core elements in planning inclusive teaching and learning.* |  |  |
| **Part E: Evaluation of own practice in 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.* |  |  |
| *4.2. Identify areas for improvement in own planning to meet the individual needs of learners.* |  |  |