

ELN Self-Assessment Tool: Questionnaire TEO-O-5 – Teaching, Learning and Assessment – Organisational/Unit level

Judgement scales for each 'good practice' indicator: N/A = Not applicable; D/K = We don't know; 1 = We are not doing this yet; 2 = We have started on this but there are still significant improvements to be made; 3 = We are doing this well; there are minor improvements to be made; 4 = We are doing this very well.

L&N = Literacy and Numeracy

Topic	Good practice indicators	Prompting questions	Judgement					
			N/A	D/K	1	2	3	4
Knowing the learner	Rigorous diagnostic assessment of L&N proficiencies as relevant to each programme is carried out with all learners at the beginning of the programme. Proficiencies are measured against the Learning Progressions.	How does the organisation ensure that diagnostic assessment is carried out on all L&N proficiencies that are relevant to each programme? How rigorous is the diagnostic assessment of learners' L&N proficiencies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	L&N diagnostic assessment includes learners' self-assessment of their L&N proficiencies and practices.	How well does the organisation support learners in self-assessing their L&N proficiencies and practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learners engage with the L&N diagnostic assessments and with using the results to develop their L&N proficiencies and practices.	How well do educators in the organisation help learners engage with the L&N diagnostic assessments and with using the results for their L&N development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learners understand what the L&N diagnostic assessment results mean.	How does the organisation ensure that learners understand the L&N diagnostic assessment results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Educators and other relevant staff, e.g. L&N specialists, know the L&N proficiencies of each learner to inform their teaching.	How well does the organisation ensure that educators know the L&N proficiencies of the learners in their programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths of the organisation in regard to Knowing the Learner, and evidence for these:

Critical Actions to be taken in the organisation in regard to Knowing the Learner:

Topic	Good practice indicators	Prompting questions	Judgement					
			N/A	D/K	1	2	3	4
Knowing the demands	The L&N objectives (demands) of each programme and its components are well-documented and mapped against the Learning Progressions.	How well are the L&N objectives (demands) of each programme and its components documented and mapped against the Learning Progressions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The L&N objectives (demands) of each programme and its components are accessible, communicated to and understood by all people involved.	How well are the L&N objectives (demands) of each programme and its components understood by all people involved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths of the organisation in regard to Knowing the Demands, and evidence for these:

Critical Actions to be taken in the organisation in regard to Knowing the Demands:

Topic	Good practice indicators	Prompting questions	Judgement					
			N/A	D/K	1	2	3	4
Knowing what to do	Group and individual learning plans are developed and informed by L&N diagnostic assessment results and by the L&N objectives of the programme, component and session.	<p>How does the organisation ensure that individual and group learning plans are developed with learners?</p> <p>How does the organisation ensure that individual and group learning plans are informed by L&N diagnostic assessment results and by the L&N objectives of the programme, component and session?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Educators work with L&N and disability specialists to create appropriate teaching and learning strategies for learners with identified additional L&N needs.	<p>Do educators have access to L&N and disability specialists to advise on appropriate teaching and learning strategies for learners with identified additional L&N needs?</p> <p>How well do L&N and disability specialists work with educators to develop appropriate teaching and learning strategies for learners with identified additional L&N needs?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Appropriate and engaging teaching and learning strategies, activities and resources support all learners to achieve the L&N programme objectives.	<p>How well are strategies, activities and resources matched to learners' L&N proficiencies, and to the L&N programme objectives?</p> <p>How does the organisation ensure that L&N activities are engaging for learners?</p> <p>How effectively does the organisation work with employers to identify opportunities for learners to develop their L&N proficiencies and practices in workplace settings?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths of the organisation in regard to Knowing What to Do, and evidence for these:

Critical Actions to be taken in the organisation in regard to Knowing What to Do:

Topic	Good practice indicators	Prompting questions	Judgement					
			N/A	D/K	1	2	3	4
Measuring progress	At appropriate times near the end of each programme, all learners are assessed against the L&N programme objectives in a valid, fair and consistent way.	How does the organisation ensure that all learners in each programme are assessed against the L&N programme objectives? How does the organisation ensure that these assessments are valid, fair and consistent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Recording of end-of-programme learner assessment results for L&N is meaningful and accessible to all people involved.	How well are end-of-programme learner assessment results for L&N recorded and made available to all people involved in a meaningful way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	During each programme, formative assessment of learners' progress in their L&N proficiencies and their achievement of L&N practices informs the teaching.	How does the organisation ensure that learners' progress in their L&N proficiencies and their achievement of L&N practices are formatively assessed during each programme? How does the organisation ensure that the results of these formative assessments inform the teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learners engage with all L&N assessments and with using the results to develop their L&N proficiencies and practices.	How does the organisation assist and engage learners with the L&N assessments and encourage them to assess their own L&N progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	After each L&N assessment, learners are explained what the results mean and are given timely and constructive feedback on how to use the results to develop their L&N proficiencies and practices further.	How does the organisation ensure that appropriate feedback strategies are in place to enhance L&N learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths of the organisation in regard to Measuring Progress, and evidence for these:

Critical Actions to be taken in the organisation in regard to Measuring Progress:

Name organisational unit (if relevant):

Date completed: