**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**

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| **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? |  |  |  |  |  |  |
| 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? |  |  |  |  |  |  |
| 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? |  |  |  |  |  |  |
| Learners understand what the L&N diagnostic assessment results mean. | | How does the organisation ensure that learners understand the L&N diagnostic assessment results? |  |  |  |  |  |  |
| 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? |  |  |  |  |  |  |
| ***Strengths of the organisation in regard to Knowing the Learner, and evidence for these:***  Click here to enter text. | | | | | | | | | |
| ***Critical Actions to be taken in the organisation in regard to Knowing the Learner:***  Click here to enter text. | | | | | | | | | |
| **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? | |  |  |  |  |  |  |
| 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? | |  |  |  |  |  |  |
| ***Strengths of the organisation in regard to Knowing the Demands, and evidence for these:***  Click here to enter text. | | | | | | | | | |
| ***Critical Actions to be taken in the organisation in regard to Knowing the Demands:***  Click here to enter text. | | | | | | | | | |
| **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. | | How does the organisation ensure that individual and group learning plans are developed with learners?  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? |  |  |  |  |  |  |
| Educators work with L&N and disability specialists to create appropriate teaching and learning strategies for learners with identified additional L&N needs. | | 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?  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? |  |  |  |  |  |  |
| Appropriate and engaging teaching and learning strategies, activities and resources support all learners to achieve the L&N programme objectives. | | How well are strategies, activities and resources matched to learners’ L&N proficiencies, and to the L&N programme objectives?  How does the organisation ensure that L&N activities are engaging for learners?  How effectively does the organisation work with employers to identify opportunities for learners to develop their L&N proficiencies and practices in workplace settings? |  |  |  |  |  |  |
| ***Strengths of the organisation in regard to Knowing What to Do, and evidence for these:***  Click here to enter text. | | | | | | | | | |
| ***Critical Actions to be taken in the organisation in regard to Knowing What to Do:***  Click here to enter text. | | | | | | | | | |
| **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? |  |  |  |  |  |  |
| 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? |  |  |  |  |  |  |
| 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? |  |  |  |  |  |  |
| 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? |  |  |  |  |  |  |
| 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? |  |  |  |  |  |  |
| ***Strengths of the organisation in regard to Measuring Progress, and evidence for these:***  Click here to enter text. | | | | | | | | | |
| ***Critical Actions to be taken in the organisation in regard to Measuring Progress:***  Click here to enter text. | | | | | | | | | |

**Name organisational unit (if relevant):** Click here to enter text.

**Date completed:** Click here to enter a date.