ELN Self-Assessment Tool: Questionnaire TEO-P-4 – Teaching, Learning and Assessment – *Programme 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.	Is diagnostic assessment carried out on all L&N proficiencies that are relevant to the programme? How rigorous is the diagnostic assessment of learners' L&N proficiencies? Are the L&N diagnostic assessments conducted at an early enough stage to inform the teaching from the beginning of the programme?	☐	☐	☐	☐	☐	☐
	L&N diagnostic assessment includes learners' self-assessment of their L&N proficiencies and practices.	How do you 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 do you ensure that the L&N diagnostic assessments are engaging experiences for the learner? How well do learners engage with the L&N diagnostic assessments? How are you making sure that learners engage with developing their L&N proficiencies and practices?	☐	☐	☐	☐	☐	☐
	Learners understand what the L&N diagnostic assessment results mean.	How well do you help 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 do you know the L&N proficiencies of each learner? How well do you share and discuss L&N diagnostic assessment results with other relevant people, e.g. L&N specialists?	☐	☐	☐	☐	☐	☐

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

Critical Actions to be taken in the programme 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 the 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 do you know the L&N objectives (demands) of the programme and its components in terms of the Learning Progressions?	☐	☐	☐	☐	☐	☐

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

Critical Actions to be taken in the programme 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.	How well are group and individual learning plans in the programme informed by L&N diagnostic assessment results and by the L&N objectives of the programme, component and session? How well do you develop individual and group learning plans with learners?	☐	☐	☐	☐	☐	☐
	Educators work with L&N and disability specialists to create appropriate teaching and learning strategies for learners with identified additional L&N needs.	How well do you access L&N and disability specialists for advice on appropriate teaching and learning strategies for those learners who have identified additional L&N learning needs? How well do educators, L&N and disability specialists work together to develop appropriate teaching and learning strategies for those learners in the programme who have identified additional L&N learning needs?	☐	☐	☐	☐	☐	☐
	Appropriate and engaging teaching and learning strategies, activities and resources support all learners to achieve the L&N programme objectives.	How well are teaching and learning strategies, activities and resources matched to learners' L&N proficiencies, and to the L&N programme objectives? How well do learners engage with the L&N activities? If relevant, how effectively do you work with employers to identify opportunities for learners to develop their L&N proficiencies and practices in workplace settings?	☐	☐	☐	☐	☐	☐

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

Critical Actions to be taken in the programme 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 well are learners in the programme assessed against the L&N programme objectives? How valid, fair and consistent are these assessments?	☐	☐	☐	☐	☐	☐
	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 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 well are learners' progress in their L&N proficiencies and their achievement of L&N practices formatively assessed during the programme? How effectively are the results of these formative assessments used to inform teaching?	☐	☐	☐	☐	☐	☐

		Learners engage with all L&N assessments and with using the results to develop their L&N proficiencies and practices.	How well do learners engage with the L&N assessments in the programme?	☐	☐	☐	☐	☐	☐
			How well do learners engage with using the assessment results to develop their L&N proficiencies and practices?						
		For 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 well are L&N assessment results explained to learners?	☐	☐	☐	☐	☐	☐
			How effective is the feedback given to learners on how to use the L&N assessment results?						

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

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

Click here to enter text.

Name of programme:

Date completed: