Changing lives through learning

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Teaching and Assessing UEB Braille

Unit Reference Number: A/650/8856

Level: Three (3)

Credit Value: Nine (9)

Minimum Guided Learning Hours: 50

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Use inclusive teaching and learning approaches to teach Braille	1.1 Describe the features of inclusive learning and teaching
	1.2 Compare the strengths and limitations of teaching and learning approaches used to teach Braille, in relation to meeting individual needs
	1.3 Explain why it is important to create an inclusive learning and teaching environment
	1.4 Give examples of two ways to motivate students
	1.5 Give at least three examples of ground rules that a teacher may set with learners
2. Use inclusive teaching and learning approaches to teach Braille	2.1 Explain the different types of assessment used in education and training, stating their purpose in each case
	2.2 Explain the functions of assessment in learning development
	2.3 Provide at least three examples of how assessment arrangements can be adapted to meet the needs of individuals

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2.4	Explain how to judge whether evidence is a) Sufficient b) Authentic c) Current
2.5	Explain how to ensure that assessment decisions are a) Valid b) Reliable c) Made against the specified criteria d) Fair
2.6	Explain the role of quality assurance in the assessment process
2.7	Explain why it is important to involve the learners and others in the assessment process
2.8	Summarise types of information that should be made available to learners and others involved in the assessment process

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