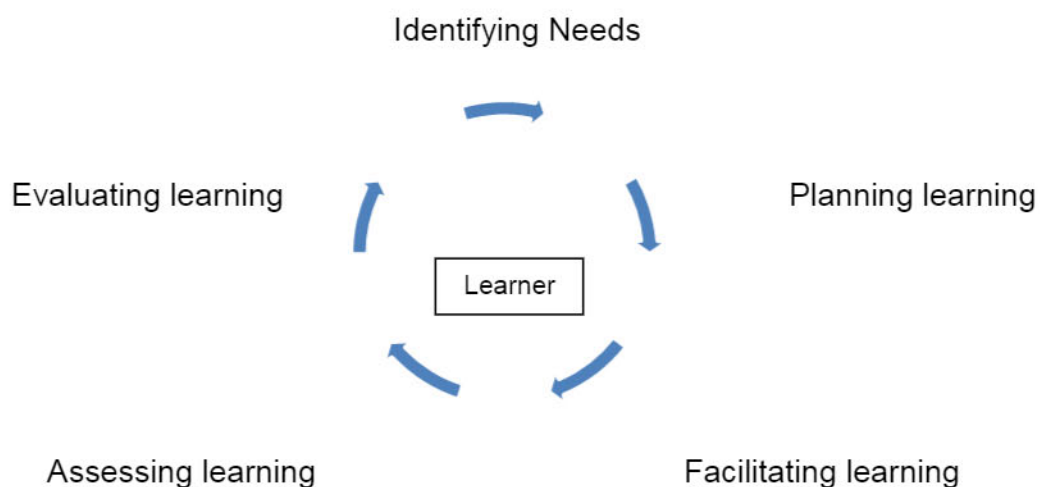


The teaching, learning and assessment cycle

The teaching, learning and assessment cycle is a systematic process which helps ensure your learners have a positive experience and are able to achieve their goals. The process can start at any stage of the cycle and keep on going; however, all stages should be addressed for learning to be effective. Quality assurance should take place continuously to ensure all aspects are being taught and assessed fairly and accurately.



Your role might follow the cycle, with all aspects focusing on the learner, and will briefly involve:

- identifying needs – finding out what your organisation's, your own, and your potential learners' needs are, finding out why learners are taking the programme and what their expectations are, carrying out initial and diagnostic assessments, agreeing individual learning plans, ensuring learners are capable of achieving their goals and progressing to their chosen destination
- planning learning – preparing schemes of work, session plans and materials to ensure you cover the requirements of the programme, liaising with others
- facilitating learning – teaching, training and facilitating learning using a variety of approaches, activities and resources to motivate, engage and inspire learners

- assessing learning – checking your learners have gained the necessary skills, knowledge and understanding at all stages throughout their time with you, using formal and informal types and methods of assessment
- evaluating learning – obtaining feedback from others, reflecting on your role, and all aspects involved with the learning process in order to make improvements.

Obtaining feedback from others, and evaluating your practice can also take place after each stage of the cycle.

Running throughout the cycle is quality assurance. This is a system of monitoring all aspects which occur with learners from when they commence the course through to their completion. Good practice for all programmes is to include a system of *internal quality assurance (IQA)*. This might be a formal requirement if you are teaching and assessing an accredited qualification. These are offered by awarding organisations (AO), who will issue a certificate to all successful learners. Depending upon which country you are in, this might be known as an awarding body or an examination board.

The IQA process involves a colleague at your organisation monitoring and sampling aspects of everything you do. This will ensure you are being fair to all your learners, making correct decisions and following the relevant policies and procedures. If you are teaching towards an accredited qualification, there might also be an external quality assurance (EQA) system.

Most teachers follow the cycle from beginning to end; however, your job role might not require you to be involved with all of them. For example, you might be training a member of staff in the workplace and only carry out the *planning learning* and *facilitating learning* stages, as someone else might assess their progress. You would need to liaise with whoever is involved with your learner to help support them adequately.

Videos by Ann Gravells regarding each aspect of the cycle are available at:

<http://www.youtube.com/channel/UCEQQRbP7x4L7NAy4wsQi7jA>