

TEACH TOO GLOSSARY OF TERMS

This glossary has been compiled to provide definitions for some of the specialised terms used in Teach Too, further education and associated with teaching, learning and assessment.



Alternance training: education or training combining periods in an educational institution or training centre and in the workplace. The alternance scheme can take place on a weekly, monthly or yearly basis such as at different levels of Apprenticeship learning.

Apprenticeship: systematic, long-term training, alternating periods at the workplace and in an educational institution or training provider centre. The apprentice has a contract of employment linked to an employer and receives a wage in line with national standards or above dependent on the employer. The employer assumes responsibility for providing the trainee with training leading to a specific occupation competence independently evaluated through an end point assessment.

Assessment: the process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning outcomes). Assessment is typically followed by validation and certification.

Assessment criteria: the set of standards against which a learner's work or performance is measured.

Assignment: a task set for learners to demonstrate that they have understood the core material and are able to apply/analyse it. Assignments can be developed in a range of formats to suit the context and do not have to be traditional essay based tasks.

Co design: Curriculum co-design involves partners from different sectors, learners and people who use services pooling their complementary strengths, knowledge, skills and resources to design and deliver learning programmes for the benefit of their area.

Competence: proven ability to use knowledge, skills and personal, social and/or methodological capabilities, in work or study situations and in professional and personal development; ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Competence is described in terms of level of responsibility and autonomy.

Curriculum: the term curriculum refers to the content of a learning programme such as a course, a series of workshops, a day school or learning residential. It covers all types of learning, from informal community based activities to courses leading to formal qualifications. It is used in relation to whole subject areas such as health or arts, and to specific courses such as community leadership, tenancy management or creative recycling. A broad definition of curriculum includes the aims and content of the learning activities, materials, teaching and learning approaches, and assessment.

Expansive learning: expansive learning features include:

- providing the opportunity for people undergoing training in the workplace to be recognised with a dual identity and status as both a worker and a learner
- offering the experience of engagement with multiple communities of practice;
- gaining broad experience across the organisation;
- pursuing knowledge-based as well as competence-based qualifications;
- learning off-the-job as well as on-the-job; and
- having access to career progression and extended job roles.

Expansive teaching: expansive teaching features include:

- providing the opportunity for occupational experts to teach their work
- offering the experience of engagement with multiple communities of practice;
- teaching skills in a range of contexts and levels;
- having access to career progression and extended job roles.

Independent Training Provider (ITP): independent, third sector/voluntary or private sector organisation delivering learning and training programmes, may receive government funding for delivering learning. All ITPs must be listed on the UK Register of Learning Providers and to be eligible to deliver apprenticeship training on the register of apprenticeship training providers (RoATP). They are inspected by the Office for Standards in Education, Children's Services and Skills (Ofsted). Some training organisations deliver training under sub-contracts with larger organisations.

Learning delivery: the teaching, learning and review of achievement elements of a curriculum are often referred to as learning delivery.

Learning level: the level of learning reflects the different desired outcomes and the different teaching and assessment strategies associated with these. The learning outcomes reflect the level of knowledge and competence required and the qualification associated with them. Levels of learning are hierarchical: you can find a full explanation of qualification levels in the UK including details of the Register of Regulated Qualifications [here](#)

Learning outcome: the learning outcome is a concise description of what the learner will have achieved at the end of a learning programme. There will be a number of learning outcomes associated with any programme and this is partly determined by the size and scope of that programme

Learning programme: this is the process followed by the learner to pursue a particular outcome, which is often a qualification. The learning programme is the vehicle for the development of the curriculum.

TVET: Technical Vocational Education and Training includes the education provided by a range of learning and training providers, both in the classroom and in the workplace. TVET is associated with different occupational sectors and includes generic and specialised learning for application in specific work-related contexts.

Teachers and Trainers: This includes a range of people working to deliver TVET in a variety of workplace and educational and training settings, such as qualified teachers, advisers, coaches, guides, instructors, lecturers, mentors, trainers and tutors.

Work based learning: this learning is that achieved by learners in and through paid or unpaid work. The focus is on learning again and from workplaces, and its relevance in terms of enhanced skills, knowledge and understanding, and increased critical self-awareness and personal potential.

Work experience: this is the short-term placement of learners with employers to provide insights into the industry and workplace in which they are located. Its aim is to develop employability skills, explore possible career options, understand employer expectations and increase self-understanding, maturity, independence and self-confidence.

Work placement: this is usually defined as a period of time spent in a workplace giving a learner the chance to gain valuable experience working for an employer and carrying out duties or tasks as any other employee of the company would. The placement offers taster for a chosen career. The placement is usually voluntary (although it could be labelled an internship and a learner earns the national minimum wage) and can vary in length from a few weeks to a whole term.

Work-related learning: this is usually an integral part of a technical or vocational learning programme. Activities and learning undertaken on the programme is designed to use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.

OUR PARTNERS



Department
for Education



THANK YOU

**157-197 Buckingham Palace Road
London SW1W 9SP**

**020 3740 8280
enquiries@etfoundation.co.uk
ETFOUNDATION.CO.UK**

**Company registration
number (England and Wales):
08540597**

Charity number: 1153859