

# Apprenticeship Workforce Development Project

EDUCATION & TRAINING  
FOUNDATION

## Implementing an inclusive learning environment

Collaboration project between, Newcastle College, Carlisle College, West Lancashire, Kidderminster and Nottingham College.

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# TLA Workshop

Our apprentices have now completed the assessment – it is now time for us to plan the support

**The 9 cognitive domains**  
**Megan Edwards**  
**TLA Coach**

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# Big Picture

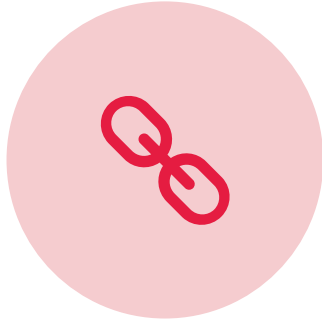
We need to robustly assess our learner's support needs.

Initial assessments need to provide information to support our SEND/LDD learners.

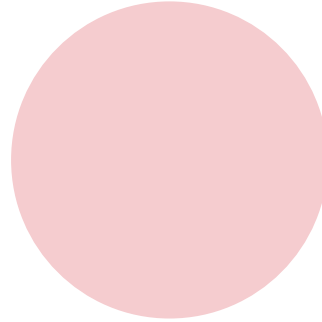
Skills trainers and tutors will be aware of the additional learning needs of our apprentices and will adjust delivery accordingly.

We need a standardised inclusive, diagnostic assessment tool.

# Objectives:



**ESTABLISH LINKS TO  
THE 12 PRINCIPLES OF  
GREAT TEACHING,  
LEARNING AND  
ASSESSMENT.**



**FURTHER FAMILIARISE  
OURSELVES WITH THE 9  
COGNITIVE DOMAINS.**

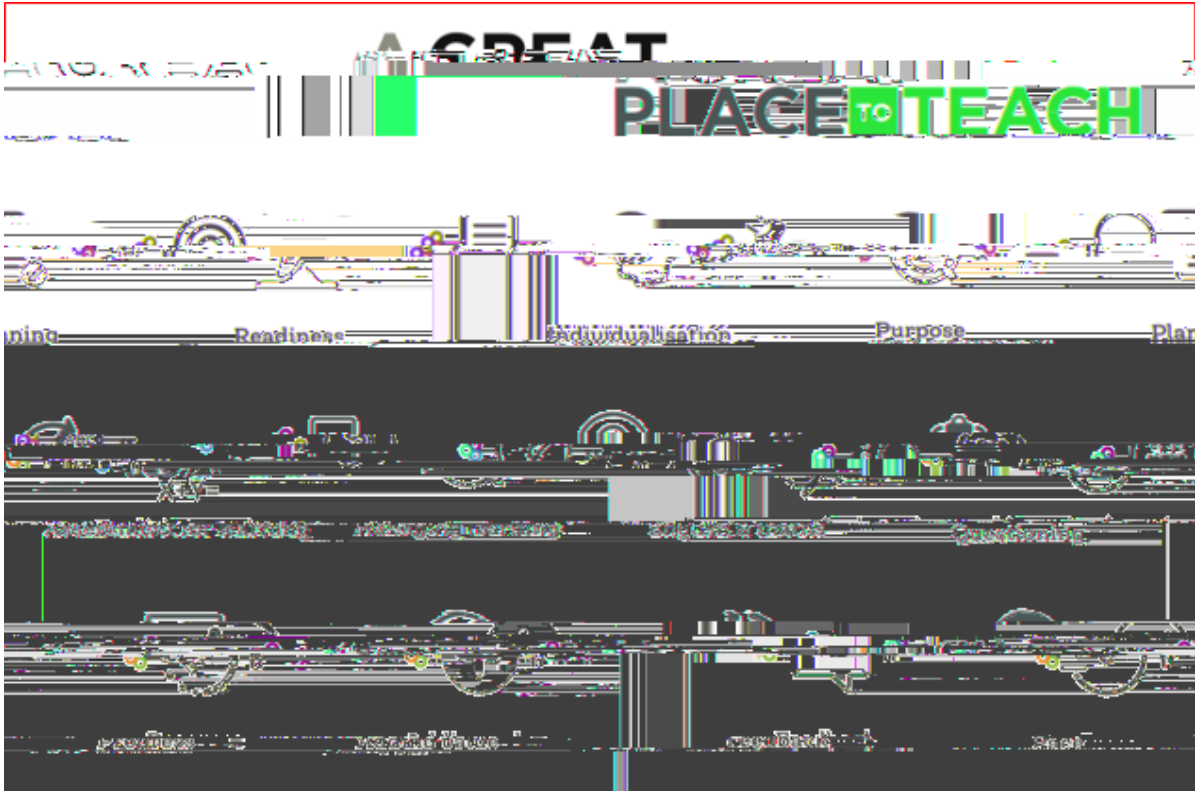


**EXPLORE PRACTICAL  
WAYS TO INDIVIDUALISE  
SESSIONS TO MEET THE  
DIVERSE NEEDS OF  
OUR LEARNERS.**

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**ESTABLISH LINKS TO THE 12 PRINCIPLES OF  
GREAT TEACHING, LEARNING AND ASSESSMENT.**

# 12 Principles of Great Teaching, Learning and Assessment



# 12 Principles of Great Teaching, Learning and Assessment

## Individualisation

Initial and continuous assessment informs tailored planning and teaching.

Support is planned in effectively to meet individual needs and maximise progress.

Varied and diverse approach to delivery included student-centred activities, differentiated where appropriate to meet individual needs.

Learners are aware of their current targets.



# **12 Principles of Great Teaching, Learning and Assessment**

# 12 Principles of Great Teaching, Learning and Assessment continued

## Common themes:

Planning

Support

Student-centred activities

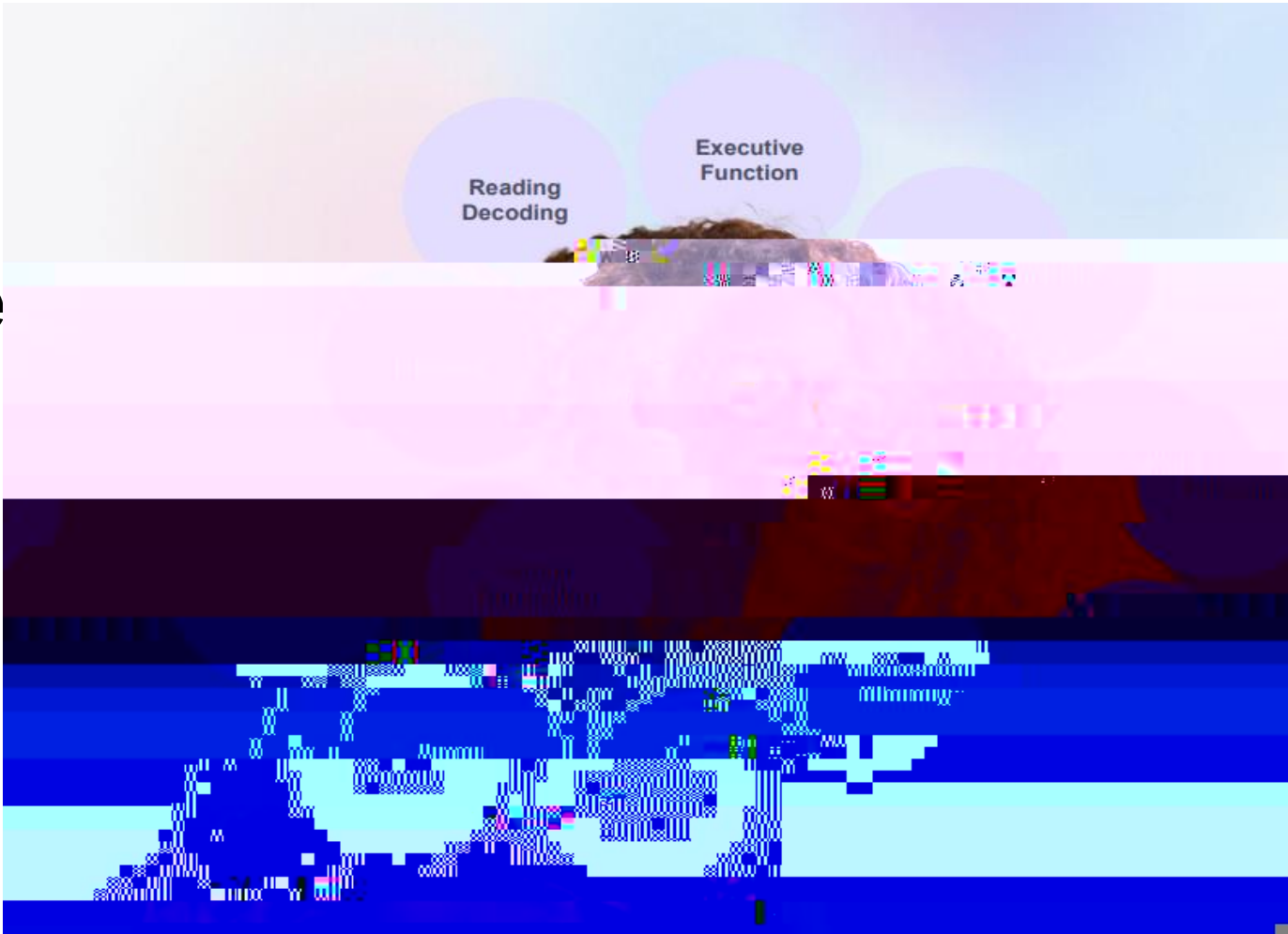
Differentiated

Individual needs

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**FURTHER FAMILIARISE OURSELVES WITH THE 9  
COGNITIVE DOMAINS.**

# What are the 9 Cognitive Domains?



# Cognitive Domains 1



Task



In small groups.



Match the cognitive domain with the descriptor.

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**Executive Function**

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The ability to process multiple tasks and control high level cognitive processes.

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**Numeracy**

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The ability to process mathematical language or information.

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**Visual Perception**

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Processing and understanding the visual world around us.

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**Non-Verbal Memory**

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Processing, using and remembering non-verbal information.

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**Visual Information Processing Speed**

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The ability and speed that we process visual information.

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**Verbal Memory**

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The ability to listen to, retain and recall spoken or written information.

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**Verbal Reasoning**

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The ability to use logical thinking with language.

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**Literacy**

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The ability to read and write fluently, vocabulary, process verbal information and follow verbal instructions.

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**Reading Decoding**

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The practical process of reading: Turning writing on the page into meaning in our minds.

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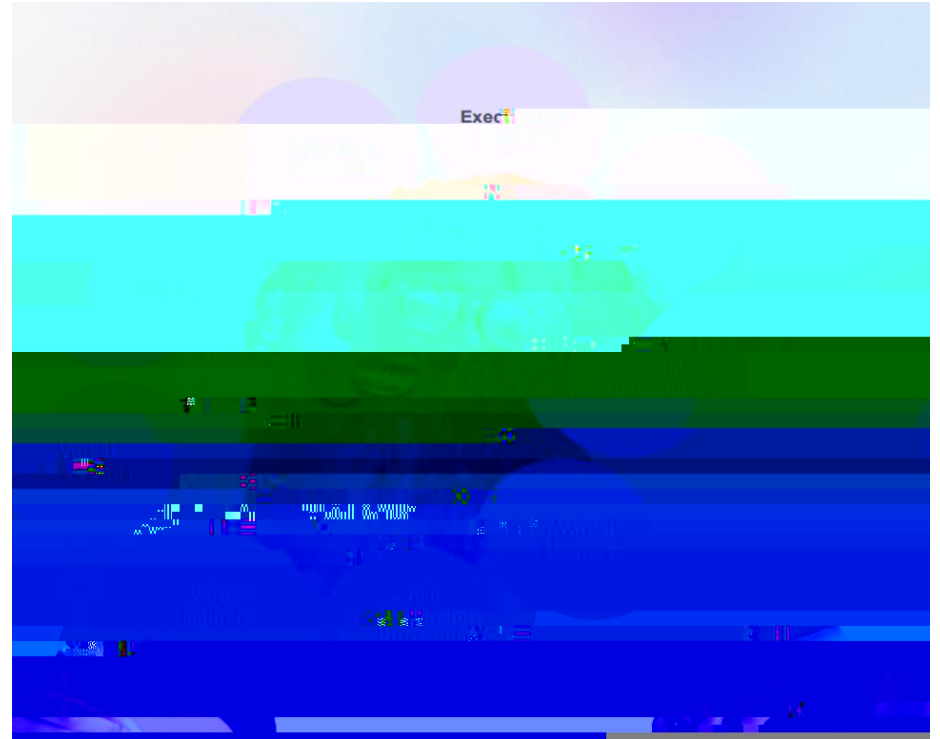
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**EXPLORE PRACTICAL WAYS TO INDIVIDUALISE  
SESSIONS TO MEET THE DIVERSE NEEDS OF OUR  
LEARNERS.**

# Task



# Task Feedback



# Cognitive Domains



Task



Split into your curriculum area teams.



With support from CSS use the learner report from cognassist to plan the practical ways in which you will support your learner in the workplace.



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**Thank you**  
**Any Questions?**

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