

## Section 1: Understanding roles, responsibilities and relationships in education and training

### Guidance:

This section provides coverage of the mandatory unit which requires learners to display their knowledge and understanding of roles, responsibilities and relationships within education and training. It is advised that learners complete this unit first, as this will allow learners to develop important underpinning knowledge, which will prove useful when completing the additional mandatory and optional units.

This section provides learners with a series of tasks which will test the learners' knowledge and understanding of all of the Assessment Criteria included within this unit.

### Learning Outcome 1: Understand the teaching role and responsibilities in education and training

#### Task 1

Unit 1 (U1) Assessment Criteria 1.1 (AC 1.1) - Complete the following table and question to identify your roles and responsibilities as a teacher. (Please attach additional pages and/or evidence as required.)

<b><i>Tick the box of those responsibilities that relate to your role:</i></b>	<b><i>Tick v</i></b>
Teach/train learners – large groups	
Teach/train learners – small groups	
Mark assignments and give feedback	
Work with learners on a 1:1 basis	
Register the learner with the awarding body	
Assess the learner's work product	
Observe the learner in situ	
Mark their work against national standards	
Make regular appointments to support the learner to achievement	
Give positive feedback	
Submit assessed work for formative/summative internal quality assurance and standardisation	
Carry out internal quality assurance	
Attend training meetings to gain feedback	
Be a positive role model for your learners	

**Task 2**

U1 AC 1.1 - Now we have identified some of your roles and responsibilities, explain the teaching role and responsibilities in education and training. (Please attach any additional sheets and supporting evidence.)

**Task 3**

U1 AC 1.2 - Carry out research into current examples of legislation, codes of practice and regulatory requirements that have an impact on the education sector and the learners that you teach. You could also discuss these examples of legislation, regulatory requirements and codes of practice with your tutor/assessor and current employer if you currently work within an educational setting.

Useful research websites include:

- Department of Education;
- Ofsted;
- Education and Training Foundation; and
- HSE.

U1 AC 1.2 - Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities. (Please attach any additional sheets and evidence of research.)

**Task 4**

U1 AC 1.3 - Provide a definition for the following key terms:

Key term	Definition
Equality	
Diversity	

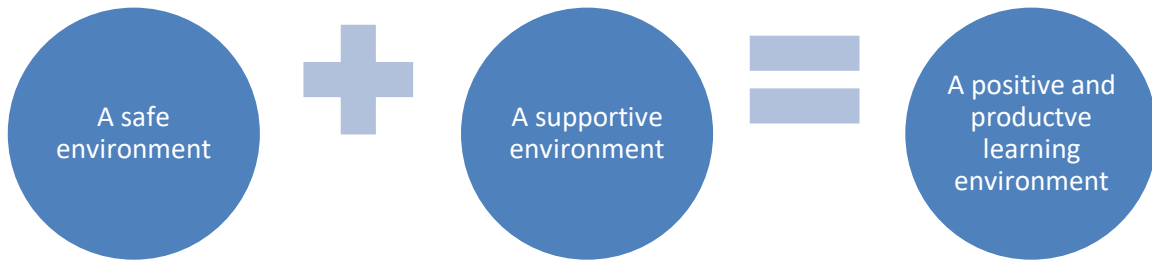
U1 AC 1.3 - How can you promote equality and diversity to your learners? (Please attach any additional sheets and supporting evidence.)

**Task 5**

U1 AC 1.4 - Complete the sentences in the box below to develop full paragraphs. (Please attach any additional sheets and supporting evidence.)

Individual learning needs can include...	It is important to identify and meet these needs because...

**Learning Outcome 2: Understand ways to maintain a safe and supportive learning environment.**



**Task 6**

U1 AC 2.1 - Explain ways to maintain a safe and supportive learning environment. (Please attach any additional sheets and supporting evidence.)

Safe learning environment	Supportive learning environment

**Task 7** (continued on next page)

U1 AC 2.2 - What is acceptable behaviour?

From learners	From yourself

*These should be the core standards you expect each time you meet with your learner(s).*

What is unacceptable behaviour?

From learners	From yourself

**Task 8**

U1 AC 2.2 - Why is it important to promote acceptable behaviour and respect for others?

(Please attach any additional sheets and supporting evidence.)



**Learning Outcome 3: Understand the relationships between teachers and other professionals in education and training.**

**Task 9**

U1 AC 3.1 - Explain the relationship that exists between the teaching role and other professionals, as listed below, then think of other professionals that you come into contact with and explain the relationships. (Please attach any additional sheets and supporting evidence.)

Professional	Relationship
Your line manager	
Your senior manager	
Your colleagues	
Your internal quality assurer	
Your external quality assurer	
Ofsted inspectors	
Employers	
Social workers	
Learning assistants	

**Task 10**

U1 AC 3.2 - Explain the boundaries that could exist between the teaching role and other professionals, as listed in 3.1, then think of other professionals that you may have listed above and explain those boundaries too. (Please attach any additional sheets and supporting evidence.)

Professional	Perceived Boundaries
Your line manager	
Your senior manager	
Your colleagues	
Your internal quality assurer	
The external quality assurer	
Ofsted inspectors	
Employers	
Social workers	
Learning assistants	

**Task 11**

U1 AC 3.3 - As identified earlier, learners can display individual needs that have to be met by their teacher. However, some of these needs can be met by other professionals and points of referral.

Complete the table below to identify a specific learner need and how another professional or point of referral can help to meet this need.

Individual learner need	Professional/ Point of referral	Support offered

## Section 2: Understanding and using inclusive teaching and learning approaches in education and training

### Guidance:

This section includes a series of knowledge-based tasks which require learners to show coverage of some of the assessment criteria in this optional unit. This unit also requires learners to complete a 60-minute microteach. At least 15 minutes of this microteach should be delivery and the remaining 45 minutes can be spent observing and critiquing their peers' microteaching sessions. Templates are provided to support learners and assessors to evidence coverage of the practical microteach assessment criteria.

### Task 12

U2 AC 1.1 - Describe features of inclusive teaching and learning. (Please attach any additional sheets and supporting evidence.)

**Task 13**

U2 AC 1.2 - Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs. (Please attach any additional sheets and supporting evidence.)

**Task 14**

U2 AC 1.3 - Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills. (Please attach any additional sheets and supporting evidence.)

**Task 15**

U2 AC 2.1 - Explain why it is important to create an inclusive teaching and learning environment. (Please attach any additional sheets and supporting evidence.)

**Task 16**

U2 AC 2.2 - Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs. (Please attach any additional sheets and supporting evidence.)



**Task 17**

U2 AC 2.3 - Explain ways to engage and motivate learners. (Please attach any additional sheets and supporting evidence.)

**Task 18**

U2 AC 2.4 - Summarise ways to establish ground rules with learners. (Please attach any additional sheets and supporting evidence.)