

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.)

<i>Tick the box of those responsibilities that relate to your role:</i>	<i>Tick ✓</i>
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.)

In this section you need to think about your responsibilities as a teacher. Think about the teaching and learning cycle, planning preparation, getting the learners ready for exams etc. **If you have supporting evidence, you can either add this as a separate attachment or copy and paste it within a section**

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.)

Don't forget to look at the list of legislation that effects training provided in the course. **If you have supporting evidence, you can either add this as a separate attachment or copy and paste it within a section**

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.)

Make sure you have listed to the module on Equality, Diversity and Inclusion for this section. See if you can provide reference to the mean of Equality, Diversity and Inclusion and examples of how you adapt your training, and the resources you could use to create inclusion.

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...
<div data-bbox="240 506 730 598" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">An example – a learner is hard of hearing but can lip read</div>	<div data-bbox="842 506 1332 853" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">Because this learner needs to be able to fully participate in the training session and gain the same knowledge and information as the learners with no hearing impairment. The learner should be encouraged to sit at the front of the class facing the teacher to ensure they can full participate in the lesson.</div>

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
<div data-bbox="256 1003 748 1167" style="border: 1px solid black; padding: 10px;"> <p>In this section, think about ground rules, health and safety, Safeguarding, the venue, seating arrangements etc</p> </div>	<div data-bbox="863 1003 1355 1167" style="border: 1px solid black; padding: 10px;"> <p>Clear learning aims and outcomes, diversity and inclusion, lesson plans, targets for learners, formative and summative assessment and feedback</p> </div>

Task 7 (continued on next page)

U1 AC 2.2 - What is acceptable behaviour?

From learners	From yourself
<div data-bbox="245 427 738 519" style="border: 1px solid black; padding: 5px;">Arriving on time, respect for the teacher and other students</div>	<div data-bbox="850 427 1343 555" style="border: 1px solid black; padding: 5px;">Planning, respect, wearing appropriate clothing, upto date with the curriculum etc</div>

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.)

It is the responsibility of the teacher to promote acceptable behaviour from the beginning to the end of the teaching session. This ensures that the learners are aware of their code of conduct from the start of the lesson. As before think back to diversity, and unacceptable behaviour and why creating a good environment will create favourable learning environment

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	Example – To ensure that all learners gain the qualifications and knowledge they require for their job role and to provide evidence that the teaching has been carried out effectively.
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	Example - To not go directly to my manager's manger to override their decision.
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
<p>Example - Dyslexia</p>	<p>Manager or learner support</p>	<p>An indicator checklist can be booked to assess their individual learner's needs this can be accessed via www.dyslexia.uk.net</p>

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.)