

The Level 3 Award in Education and Training

Advice for completing your assignments

Please attend the scheduled sessions and review the PowerPoint presentations **on the learning platform**, rather than working solely from this leaflet.

This leaflet is intended as **additional guidance**, to assist you with completion of your assignments.

UNIT A

Assignment 1: Understand the teaching roles and responsibilities in education and training

1.1 Explain the teaching role and responsibilities in education and training

1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to your own role and responsibilities

1.3 Explain ways to promote equality and value diversity

1.4 Explain why it is important to identify and meet individual learner needs

For **1.1**, please consider all the roles and responsibilities which a teacher may have:

- supporting learners
- teaching and training learners
- maintaining records
- maintaining a safe and supportive learning environment
- taking part in quality assurance activities
- communicating with learners and with other professionals
- attending meetings
- undertaking CPD (continuous professional development) activities

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 1 – 6.

For **1.2**, please summarise key aspects of legislation, regulatory requirements and codes of practice relating to your role and responsibilities. These could include Acts of Parliament, such as:

- the Health and Safety at Work Act 1974
- the Equality Act 2010
- the Safeguarding Vulnerable Groups Act 2006
- etc
- Regulatory requirements could include:
- the Food Hygiene Regulations 2006
- the Health and Safety (Display Screen Equipment) Regulations 1992

Codes of Practice which may be in place in your organisation could include:

- dress codes
- timekeeping rules
- rules regarding acceptable use of the internet

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 15 – 18.

For **1.3**, please explain ways in which to promote equality and value diversity. Think about:

- ground rules regarding use of language;
- the challenging of stereotypes and of discrimination when it occurs;
- providing a learning environment which is suitable for all users, including those with mobility issues, sensory issues, etc.;
- the provision of resources which are suitable for all learners.

You should also consider an environment which celebrates diversity – for example, recognition of a variety of religious and cultural festivals.

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 60 – 64.

Petty, Geoff. (2014) *Teaching Today*. UK: Oxford, pp. 529 – 543.

For **1.4**, please explain the importance of identifying and meeting individual needs. Think about:

- ways in which you can identify these needs;
- the needs which might be identified (e.g. English as an additional language, dyslexia, autistic spectrum conditions, financial issues, etc);
- ways in which you could meet these needs and why you should do so (reduced drop-out rates, increased learner satisfaction, improved assessment results, compliance with equality legislation, etc.).

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 54-55.

Petty, Geoff. (2014) *Teaching Today*. UK: Oxford, pp. 480 – 497.

Assignment 2: Understand ways to maintain a safe and supportive learning environment

2.1 Explain ways to maintain a safe and supportive learning environment

2.2 Explain why it is important to promote appropriate behaviour and respect for others

For **2.1-2.2**, please explain ways in which to promote a safe and supportive learning environment. Think about the physical, the social and the learning aspects of the environment.

- The **physical environment** includes: attention to health and safety; attention to access arrangements for those with impaired mobility; attention to lighting and heating needs; attention to arrangements for those with sensory issues.
- The **social environment** includes: the setting of ground rules; respect for all learners; attention to equality and diversity issues.
- The **learning environment** includes: the use of different teaching and learning approaches; the use of resources which are suitable for all; the use of assessment methods which are suitable for all.

Then move on to consider the importance of appropriate behaviour and respect for others – why are these so important in the learning environment? What could happen if inappropriate behaviour were to occur, and learners or teachers were to display a lack of respect for one another?

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 21 – 28; 128 – 130.

Assignment 3: Understand the relationships between teachers and other professionals in education and training

3.1 Explain how the teaching role involves working with other professionals

3.2 Explain the boundaries between the teaching role and other professional roles

3.3 Describe points of referral to meet the individual needs of learners

For 3.1 – 3.2, please explain ways in which the teaching role involves working with other professionals, and explain the boundaries between the teaching role and other professional roles. Think about the importance of not exceeding the remit of your own role, and knowing when to seek help or advice. Think about the need to communicate with, and seek advice from, other professionals.

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 6 – 9.

Petty, Geoff. (2014) *Teaching Today*. UK: Oxford, pp. 544 – 552.

For 3.3, please describe the use of points of referral to meet the individual needs of your learners. 'Points of referral' in this context refers to individuals or agencies to whom you can refer your learners. This would include discussion of 'signposting' – letting your learners know about assistance which is available. Give examples of referrals both internal and external to your own organisation. For example, internal referrals might include your SENCO, external referrals might include organisations such as the Dyslexia Association or government agencies such as the Department for Work and Pensions.

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 57 – 58

UNIT B

Assignment 1: Understand inclusive teaching and learning approaches in education and training

- 1.1 Describe features of inclusive teaching and learning**
- 1.2 Compare the strengths and limitations of teaching and learning approaches (such as lectures, role-play, written assignments, discussions etc) used in your own area of specialism in relation to the meeting of individual learner needs**
- 1.3 Explain why it is important to provide opportunities for learners to develop their literacy, communication, numeracy, ICT and wider skills**

For **1.1**, please describe important features of inclusive learning and teaching. You may wish to discuss factors such as: the use of a learning space which is suitable for all; the use of resources which are suitable for all; the challenging of stereotypes; the use of technology to assist learners with additional needs; the identification and taking account of learning preference, etc.

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 58 – 60.

Petty, Geoff. (2014) *Teaching Today*. UK: Oxford, pp. 553 – 561.

For **1.2**, please compare the strengths and limitations of a variety of approaches to teaching used within your own specialist area; for example, lectures, role-play exercises, e-learning and discussions.

Please discuss a minimum of three approaches, although preferably more. It is useful to include discussion of the distinction between teacher-centred and learner-centred approaches.

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 102 – 106.

Petty, Geoff. (2014) *Teaching Today*. UK: Oxford, pp. 153 – 343.

For **1.3**, please explain why it is important to provide opportunities for learners to develop their literacy, communication, numeracy, ICT and wider skills. 'Wider skills' include confidence, time-keeping, organisational skills, presentation skills, etc. Consider ways in which providing learners with opportunities to develop these skills will help them – at work, at home and when accessing education.

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 85 – 88.

Petty, Geoff. (2014) *Teaching Today*. UK: Oxford, pp. 486 – 490.

Assignment 2: Understand ways to create an inclusive teaching and learning environment

2.1 Explain why it is important to create an inclusive teaching and learning environment

2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs

2.3 Explain ways to engage and motivate learners

2.4 Summarise ways to establish ground rules with learners

For **2.1 – 2.2**, please explain why it is important to create an inclusive learning and teaching environment. You have already considered the key features of such an environment in 3.1 - now look at WHY this is important. For example, think about learner satisfaction, about improved pass rates in examinations and other assessments, about compliance with equality legislation; about reduced drop-out rates.

In this piece of work, you should also explain why it is important to select approaches, resources and assessment methods to meet individual needs. Think about the needs of learners with impaired sight or vision, learners who are dyslexic, learners who have autistic spectrum conditions. You should also think about the removal of barriers to learning.

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 58 – 60.

Petty, Geoff. (2014) *Teaching Today*. UK: Oxford, pp. 553 – 561.

For **2.3 – 2.4**, please explain ways in which to engage and motivate learners – how can you gain and retain their full attention, and inspire them to work hard to achieve their goals? Consider the use of individual learning plans, so that each learner has individual goals, which they have themselves agreed upon. Consider the use of ice-breaker activities to gain the attention of your learners, and the use of 'energiser' activities when attention is flagging.

Summarise ways in which to establish ground rules with your learners – think about your induction process when beginning a course of study. Your

organisation may have some rules which are non-negotiable – for example rules surrounding smoking or other health and safety issues. Other rules may be more flexible, and can be negotiated with your learners. You may wish to discuss the creation of group contracts by discussion with your learners, or the use of other techniques, such as asking your learners which rules they wish had been in place during previous learning experiences.

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 29 – 32; 97 – 102.

Petty, Geoff (2014) *Teaching Today*. UK: Oxford, pp. 52 – 68; 109 – 125.

Assignment 3: Be able to plan inclusive teaching and learning

3.1 Devise an inclusive teaching and learning plan

3.2 Justify your own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs

For **3.1**, please complete the blank session plan (available in the learning materials), planning your MicroTeach session.

Your session should be between twenty and thirty minutes in duration. Please state the duration which you have chosen on your session plan. Make sure that the times which you state in your timetable add up to the duration which you have stated.

Firstly, choose the subject matter for your session.

Then, choose the information and/skills which you would like to share with your learners, and decide which approaches you are going to use to do this. It is best not to attempt to cover too much during such a short session.

Plan any resources which you will need – handouts, worksheets, a Powerpoint presentation, video clips, practical resources such as pens, paper, a flipchart, etc.

Plan how you will introduce yourself and your session – consider the following elements:

- Introduction of yourself and your subject
- Housekeeping information (toilets, fire exits, etc.)
- Ground rules (phones, speaking over other learners, etc.)
- Giving the learners an opportunity to introduce themselves and briefly state what they already know about the subject of your session

Plan the approaches which you will use in the session – it is best not to spend too much time ‘lecturing’ to your learners. You will need to impart information to them, but balance this with more learner-centred activities such as discussion, question and answer sessions, games, activities, group exercises, etc.

Think about how you will assess whether learning has taken place at the end of your session – informal questioning, a written test, a practical task etc.

Finally, think about how you will include all your learners in your session fully. Do any of your learners have individual needs which you can plan for? For example, a learner who is dyslexic might find coloured paper more comfortable to read, or a learner with impaired sight might need a large print version. If some of your learners are more experience and/or knowledgeable than others you may need to plan differentiated activities for these learners.

When you have completed your session plan, please complete 5.2.

For **3.2**, please reflect upon the session plan which you have created:

Firstly, reflect upon the approaches which you have chosen to use. Why have you chosen these? For example, why have you chosen to include a practical demonstration of a skill in your session?

Then, think about the resources which you have chosen to use. Why did you choose, for example, to create a PowerPoint for your learners?

Finally, consider how you have decided to assess whether learning has taken place during your session. Perhaps you are using a written assessment, or perhaps you have chosen a more informal verbal quiz. Why did you select this method of assessment?

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 197 – 204.

Assignment 4: Be able to evaluate the delivery of inclusive teaching and learning

- 4.1 Review the effectiveness of own delivery of inclusive teaching and learning
- 4.2 Identify areas for improvement in your own delivery of inclusive teaching and learning

This assignment should be completed after you have conducted your MicroTeach session. It is best to complete it as soon as possible afterwards, whilst your memory of the session is vivid.

To cover **4.1 – 4.2**, please reflect upon your delivered session. What went well? What did not go as well as you hoped? What would you differently if you were to carry out the session again? You are aiming to demonstrate to the assessor that you have the ability to reflect upon your own delivery, honestly evaluating your strengths and areas for future development.

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, p. 204.

Assignment 5: Be able to deliver inclusive learning and teaching

5.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs

5.2 Communicate with learners in ways which meet their individual needs

5.3 Provide constructive feedback to learners to meet their individual needs

Before your MicroTeach session, please print off sufficient copies of the MicroTeach Learner Feedback Sheet from the learning materials. After your MicroTeach session please ask your learners to complete the sheets, including their name and signature. Scan the feedback sheets and submit at least three examples of learner feedback to cover **5.1 – 5.3**.

You do not need to submit any written work to this assignment.

UNIT C

Assignment 1: Understand types and methods of assessment used in education and training

- 1.1 Explain the purposes of types of assessment used in education and training**
- 1.2 Describe characteristics of different methods of assessment in education and training**
- 1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.**
- 1.4 Explain how different assessment methods can be adapted to meet individual learner needs.**

For **1.1**, please explain the purposes of types of assessment which are used in education and training. Types of assessment include initial assessment, diagnostic assessment, formative assessment, summative assessment, ipsative assessment and holistic assessment.

For **1.2 – 1.4**, *please do not discuss types of assessment*. Instead, focus upon the methods by which these assessments can be carried out. For example, examinations, professional discussions, observations, etc.

For **1.2**, please describe the characteristics of these methods. For example, some methods are more formal, such as the setting of essays, some less formal. Some are very reliable, such as examinations, others less reliable.

For **1.3**, compare the strengths and limitations of different methods in relation to individual learner needs. For example, examinations may be an excellent method of assessing learning, as they assess learning in isolation from other factors – the learner cannot get help from others, and must rely on her own knowledge. However, examinations have their limitations in that they are not suitable for learners who have difficulty with writing, or with sitting for a long period of time due to disability or illness. They are unsuitable for those learners who become excessively nervous when assessed in this way.

For **1.4**, please explain ways in which assessment methods can be adapted to meet individual needs. For example, how might a professional discussion be adapted to meet the needs of a learner who has impaired hearing or is deaf?

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 55 – 56; 152 – 169.

Assignment 2: Understand how to involve learners and others in the assessment process

2.1 Explain why it is important to involve learners and others in the assessment process

2.2 Explain the role and use of peer- and self- assessment in the assessment process

2.3 Identify sources of information that should be made available to learners and others involved in the assessment process

For **2.1**, please consider why it is important to involve learners and others in the assessment process – consider the use of initial and diagnostic assessment to agree individual learning plans. Involving learners can give them the opportunity to let you know useful information regarding individual needs. It also helps them take “ownership” of their own learning process. If learners are involved in the assessment process they will be able to let you know if they have covered the criteria during previous courses of study, enabling you to instigate the process known as recognition of prior learning (RPL)

Please also consider the involvement of ‘others’ – for example, the awarding organisation, support staff, parents, guardians and carers.

For **2.2**, please explain the role of peer-assessment (the learners assess the progress of other learners) and self-assessment (the learners assess their own progress). Although the results of peer- and self-assessment cannot usually be counted towards a qualification, these techniques can be very useful in developing your learners’ skills and knowledge. For example, the learners will gain a deeper understanding of the assessment criteria and their application. They will learn how to make fair, objective decisions and to deliver feedback to others in a sensitive manner. There can be drawbacks to these techniques however, such as the possibility of personality clashes and unfair or badly delivered criticism.

For **2.3**, please identify a range of sources of information which should be made available to learners and to others involved in the assessment process:

- Information regarding assessment criteria
- Information regarding the structure of the learning programme

- Feedback records
- Resources such as textbooks, internet sites etc
- Information regarding arrangements for learners with individual needs
- Information regarding appeals procedures

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 170 – 174.

Assignment 3: Understand the role and use of constructive feedback in the assessment process

3.1 Describe key features of constructive feedback

3.2 Explain how constructive feedback contributes to the assessment process

3.3 Explain ways to give constructive feedback to learners

For **3.1**, please describe the key features of constructive feedback – for example that it should be:

- **descriptive** (let the learners know what they have done, how they have met the requirements of their course, and how they can progress further);
- **specific** – pinpoint exactly what the learner did well, and what exactly they did poorly, this gives more opportunities for change;
- **owned** – use the words “I feel...” rather than “You are...”, showing that the opinions which you are expressing are just that, not absolute facts;
- **timely** – give feedback at a time which allows the learner a chance to make changes, rather than only at the end of a course when there is no opportunity to put the advice into action.

For **3.2**, please discuss ways in which constructive feedback can contribute to the assessment process – for example, by opening up dialogue between teacher and learner, by improving confidence and motivation, by clarifying misunderstandings, etc.

For **3.3**, please identify ways in which to deliver constructive feedback. You might like to discuss the ‘feedback sandwich’ – begin with something positive, then move on to say “however, I feel that ...” and speak about something which needs improving. Finally, end on a positive note.

Another method is the ‘medal and mission’ approach, which gives praise for goals achieved, then sets targets for future achievements.

You can discuss formal and informal methods, and both written and verbal methods.

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 174 – 176.

Petty, Geoff. (2014) *Teaching Today*. UK: Oxford, pp. 69 – 80.

Assignment 4: Understand requirements for keeping records of assessment in education and training

4.1 Explain the need to keep records of assessment of learning

4.2 Summarise the requirements for keeping records of assessment in an organisation

For **4.1**, please explain the need to keep records of assessment of learning – think about the needs of the learner, of the education or training organisation and of other bodies such as awarding organisations, employers, etc. Think about the need to demonstrate an audit trail. Think about the need to record achievement even if you are not delivering qualifications which lead to a formal, accredited qualification – this is known as recognising and recording progress and achievement (RARPA).

For **4.2**, please summarise record keeping requirements within your organisation. How long are records kept for? How are they stored? Think about the Data Protection Act 2018 and the Freedom of Information Act 2000.

Useful Reading:

Gravells, Ann. (2014) *The Award in Education and Training*. UK: SAGE, pp. 176 – 178.