Unit 1:   Understanding Roles, Responsibilities and Relationships in Education and Training

Unit reference number: H/505/0053

Level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

This unit aims to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.

The unit highlights some of the legislative and regulatory requirements that must be met by organisations and individuals. The unit also gives learners the opportunity to explore the codes of practice and roles and responsibilities of teachers, trainers and instructors in promoting equality and valuing diversity when identifying and meeting students' needs.

The unit addresses the specific responsibility of the teacher in promoting a safe and supportive learning environment where their students feel included. By addressing the responsibility for promoting appropriate behaviour, the unit emphasises the role of the teacher in placing their students at the centre of the learning process.

The unit gives learners the opportunity to recognise how the teaching role involves working with other professionals, the boundaries between the teaching role and those of other professionals, and the need for possible referral to meet the needs of their students.

Essential requirements

There are no special requirements for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
1	Understand the teaching role and responsibilities in education and training	1.1	Explain the teaching role and responsibilities in education and training	□ Roles, e.g. teacher, trainer, coach, tutor, mentor, instructor, assessor, lecturer. □ Responsibilities, e.g. enforcement of organisation policies and procedures, preparation and management of learning, assessment and record keeping, working with others, to communicate effectively, safety, security.	□ Tutor presentation □ Mind mapping □ Individual research □ Personal learning log
		1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	□ Current government legislation, e.g. equality and diversity, health and safety, professional or vocational standards, awarding organisation requirements, organisation codes of practice, child protection, where appropriate.	□ Tutor presentation □ Small-group work (context/ organisation-related groups)
		1.3	Explain ways to promote equality and value diversity	□ Identifying individual learning needs, e.g. visual or auditory impairment, physical disability, language, specific learning difficulties. □ Supporting individual learners, peer working in group activities, challenging discrimination, group contracts.	□ Tutor-led discussion □ Group work

Learning outcomes		Assessment criteria		Unit amplification		Delivery guidance	
		1.4	Explain why it is important to identify and meet individual learner needs	☐	Importance, e.g. recognising prior achievements, appropriate support, guidance to meet qualification requirements, access to learning, address knowledge or skills gap, promote student involvement and ownership of targets.	☐	Tutor presentation
						☐	Presentation following individual research
						☐	Discussion and mini-presentations
						☐	Personal learning log
2	Understand ways to maintain a safe and supportive learning environment	2.1	Explain ways to maintain a safe and supportive learning environment	☐	Safe physical environment, e.g. appropriate venue, health and safety, accessible.	☐	Tutor-led discussion
				☐	Supportive, e.g. managing structured learning environment, individual support, encouraging individual and pair working, group activities, negotiate ground rules.	☐	Personal learning log
		2.2	Explain why it is important to promote appropriate behaviour and respect for others	☐	Establishing standards, e.g. policies and procedures, zero tolerance for bullying, valuing of individual, modelling of desired behaviours.	☐	Small-group task
						☐	Mind mapping
				☐	Student responsibility, e.g. student and group contracts, peer working, inclusion.	☐	Personal learning log

Learning outcomes	Assessment criteria	Unit amplification	Delivery guidance
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	□ Team role, e.g. contributing to planning, researching provision, sharing assessment outcomes, communicating student needs, negotiating support for students, contributing to internal quality assurance, liaising with referral agencies.	□ Tutor presentation □ Individual research
	3.2 Explain the boundaries between the teaching role and other professional roles	□ Personal boundaries, e.g. skills, experience, time, resources, job description. □ Professional boundaries, e.g. job description, team roles and responsibilities, management structures, lines of communication.	□ Tutor presentation □ Learners to reference own skills and specialism □ Personal learning log
	3.3 Describe points of referral to meet the individual needs of learners	□ Organisation systems and procedures, e.g. administration, additional learning support, student services, websites, peer help. □ External agencies, e.g. specialist support, government agencies, work-related, employers.	□ Tutor-led discussion □ Small-group discussions □ Personal learning log

Information for tutors

Delivery

As this is the introductory unit to the qualification, it is important to recognise that every opportunity should be taken for teaching by example to encourage learners to consider different approaches to teaching and learning. A mix of tutor presentations, individual activities and group activities is especially helpful in the delivery of this unit as it gives learners experience of a range of delivery methods.

Wherever possible, learning and teaching should draw on material from learners' personal or professional experiences. This will help them to develop reflective practice and recognise the transferability of skills and knowledge needed in a learning environment. This unit offers an opportunity for group work where learners can share experiences from different contexts.

Learners should be actively involved in their learning and should be encouraged to draw on material from relevant experiences to use in class and in their assessment activities. Through working with groups of their peers and sharing their experiences, learners have the opportunity to develop case studies alongside problem-solving and interpersonal skills in a way they can model with their own students. The use of ICT should be encouraged for setting up forums or discussion groups.

It is recommended that learner-centred approaches be used where possible and that delivery is not teacher centred. Delivery should motivate, challenge and inspire and reinforce the principles of good practice at the appropriate level.

Learning activities

Learning outcomes 1 and 3

These learning outcomes are based on three key areas: own role and responsibilities, sharing experiences in identifying the needs of students and boundaries and relationships between teaching and other professional roles.

These learning outcomes are suited to researching different aspects of legislation, regulatory requirements and codes of practice relating to equality and health and safety, and then sharing findings with the group. Mini-presentations will allow learners to compare and contrast their findings with that of others in the group.

They also provide an opportunity to practise presentation skills that can then be used or adapted when teaching. Mini-presentations give learners the chance to try out new skills and build on their own experiences.

Where information is new to all members of the group it may be more appropriate to use tutor presentation, however individual or group research provides a more challenging and active approach to learning. An alternative approach involves the use of video clips to give learners an experience of real working practice. Individual assessment requirements can then be taken from the collaborative research or quiz sheets. This gives an opportunity for collaborative activity and for mini-presentations and approaches that could be used with students.

Tutor-led group discussions are helpful to explore responsibilities for promoting equality and diversity, drawing on experiences from different contexts in the group.

This discussion can be followed through with descriptions of points of referral for students. Individual reflective activities can be included in learners' records.

Learning outcome 2

This learning outcome can de delivered through a tutor-led session on methods of maintaining a purposeful environment and promoting appropriate behaviour.

Learners reflect on their own learning, and then apply this to their teaching context in completing tasks. This is an opportunity to make effective use of appropriate video clips to provide stimulation for what can then be developed through tutor-led group discussions. At all stages, learning needs to contribute to potential assessment evidence which can be achieved through the use of individual learning records or personal development journals. It is also possible to use group discussions as a source of evidence, particularly if the discussion can be recorded to capture individual contributions to the discussions.

It is important to avoid either over-teaching or over-assessment, therefore all activities should contribute in some way to the building of the teaching practice portfolio of evidence.

Assessment

Learners should be actively involved in the assessment process and be given opportunities to draw on material from relevant experiences when completing their assignments. Through their own experiences, as well as through working in groups with their peers – in a classroom or online – learners can develop case studies, research and resources to evidence their assessment activities. The learner must be made aware of the range of possible evidence they can draw on to support the unit, this can include:

- written tasks
- a diary or journal
- research materials
- records of professional discussions
- witness statements
- organisation and/or other formal documents
- curriculum vitae
- job descriptions.

The centre can devise and will mark the assessment for this unit. Suggested activities cover the assessment criteria and are for guidance but can be adapted to meet local needs.

Sample assessment activities

Criteria covered	Assessment activity	Assessment evidence
1.1, 1.2, 2.1, 2.2, 3.1, 3.2	You are a mentor to a new tutor in her first year of teaching. It is apparent to you that she has trouble maintaining a professional distance from her students. She has given her mobile phone number to students, invited them to be 'friends' on her Facebook page, and often meets them outside the organisation for coffee. Recently, she has been complaining to you about discipline issues in her classes. *Reflective task: What are the key issues in relation to:* • *roles and responsibilities* • *legislation or codes of practice* • *equality and diversity?* *What strategies would you suggest in order to solve the issues identified?*	Slides from class activity mini-presentation with tutor feedback Posting to group forum printout Written evaluation in personal learning log
1.3, 1.4, 2.2, 3.3	You work with a student for whom English is a second language and who attends an apprenticeship course at college on a part-time basis. Members of the apprenticeship group have been asked to take a written test to decide whether they are suitable for the course. Your student has problems with writing in English and tells you they never have to write anything down in the job and their spoken English is fine. The student has complained to their boss but he just said to take the test or leave. Is there anything else you can do to support the student? *Reflective task: What are the key issues in relation to:* • *discrimination* • *individual learning needs* • *the learning environment* • *referrals.* *What improvements would you recommend to remedy the situation and why?*	Written entry in personal learning log

Criteria covered	Assessment activity	Assessment evidence
1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3	Write your ideal job description as it might be written by an organisation to attract a potential job applicant. In addition to subject knowledge and experience you must also describe the wider professional role to include: • key aspects of legislation and regulatory requirements • relevant codes of practice • the teaching/training role and responsibilities • working with other professionals • boundaries between the teaching role and other professional roles • points of referral to meet the individual needs of learners. In your reflective journal explain why each of these aspects of teaching or training are so important to recognise and understand.	Job description Updated personal CV Individual learning record or personal development journal entry
1.2, 1.4 2.1, 2.2	In your teaching or training role you have responsibility for identifying and meeting individual learner needs, promoting equality and value diversity, maintaining a safe and supportive learning environment and promoting appropriate behaviour and respect for others. Faced by a group of 12 new learners, enrolled for the first class in your specialist subject, explain how you would go about the task. Present your ideas in the form of a report of 500–1000 words.	Written activity, could be presented as slides, notes or a video presentation

Suggested resources

Books

Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010) ISBN 9781845904609

Gravells A and Simpson S – *Planning and Enabling Learning in the Lifelong Learning Sector* (Learning Matters, 2010) ISBN 9781844457984

Petty G – *Teaching Today: A Practical Guide, 4th Edition* (Nelson Thornes, 2009) ISBN 9781408504154 (supported by website materials available to download at www.geoffpetty.com)

Powell S and Tummons – *J Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2011) ISBN 9780857251022

Wallace S – *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition* (Learning Matters, 2011) ISBN 9780857250629

Wiliam D – *Embedded Formative Assessment, 1st Edition* (Solution Tree Press, 2011) ISBN 9781934009307

Journals and/or magazines

Times Educational Supplement – FE Focus

Websites

www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS)
www.geoffpetty.com	Geoff Petty online teaching resources
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)