



Initial teacher training

Award in Education and Training

INTRODUCTION & CONCLUSION COURSE HANDBOOK

This belongs to:

‘Andragogic Education’ - 11 Church Road, Great Bookham. KT233PB

Contents

Guidance - Introduction to the qualification	Page number
Welcome to the course – ground rules	3
Profile of your tutor	4
Introductory quiz	5
Introduction and useful information	6
Course aims, assignment/units and level 3 criteria	9
Appeals procedure	10
JARGON BUSTER – Glossary of terms used in education	10
The awarding body assessment and quality assurance	16
COURSE CONCLUSION	
End of course activities	17
Portfolio submission details – when and where to send it	18
Guide to writing responses to the questions	19
Course evaluation form to complete later – post in with your portfolio	20

Welcome to the teacher training course!

Your course tutor is: Christopher Peter

Contact details are: 07838 053 639 / 0208 144 9828
(c.peter@an-ed.co.uk)

Please take note of the **fire, health & safety procedures** at this venue.

Phones on silent please!

We hope that you have a rewarding experience during the course. Please feel free to discuss any matters of concern that you have with your tutor at any time. We are here to help you achieve this important qualification.

The **provisional** times during the course are as follows, (will vary according to delegate numbers):

9.15	Start
10.45	Break
11.00	Resume
12.30	Lunch
1.15	Resume
2.45	Break
3.00	Resume
4.45	End

GROUND RULES: During the course, the only rules we all need to observe are based around **RESPECT** for each person, no matter what their social background, culture, sex or difficulties are. This will manifest its-self in allowing everyone to speak and be heard, not using any stereotypical remarks about any social group etc. Think before you speak! Respect everyone's point of view – except if it is liable to cause offence. Use of inappropriate language is not acceptable. Thank you for your consideration.

Profile of the educator's qualifications and experience:

Our team of experienced educators are lecturers with senior management, commercial and examining body experience, with postgraduate qualifications.

Our principal educator has been educated to post-graduate level and has had experience in the following aspects of the Further, Higher and Adult Education sector, since 1987;

- **A member of the Society for Education and Training - <https://set.et-foundation.co.uk>**
- Member of the BILD – British Institute of Learning & Development.
www.thebild.org/home
- **Training Consultant for a variety of organisations;**
- Staff Development and Quality Assurance Manager for a College of Further Education and Lecturer since 1987. Subjects including; Teacher training on Awarding body , 6502, 6302, 7303, 7304, 7305, 7302, 7307, 7306, 7407 Certificate in Education and (University) Advanced Certificate in Education (all levels), PGCE. Teaching practice observations;
- **Course tutor/lecturer since 1987 on the following courses; B/TEC National Diploma/Certificate in Business Studies; AVCE, GNVQ Intermediate & Advanced Business Studies; A' level Business Studies; HNC Business Studies; AAT (Association of Accounting Technicians) all levels; IAB (International Association of Bookkeepers) - all levels; GCSE Accounts; RSA/OCR Business Administration; CMS (Certificate in Management Studies); HNC Engineering;**
- Tutor for an off-shore (Channel Island) Business School – providing financial training for commercial organisations;
- **Previously a distance learning tutor for the IFS (Institute of Financial Services – finance and banking qualifications) and visiting lecturer for UMIST (University of Manchester Institute of Science and Technology).**

Introductory quiz - (not formally assessed)

The answers are to be found over the next few pages. **The answers should be useful if you decide to do the assignment work to achieve the AET qualification.** You can work with other people. 10 mins approx.

1. What is the formal name of the qualification achievable after completing the assignment work?
2. What are the guided learning hours (GLH) for the course/completing the qualification.
3. What is the total number of formal assignments to do to complete the course work to achieve the qualification?
4. What proportion of these assignments should you have completed by the end of the taught element of the course?
5. Approximately how many hours of assignment work are there to complete once you have completed the micro-teaching aspect after the fourth day?
6. Where do you word-process your assignment answers?
7. Looking at the location for your assignment answers, what page numbers do the assignments start on?
8. When writing your own assignment answers, what aspects will you write about and include?

Introduction and useful information

Welcome to this teacher training course. If you wish to complete the three assignments you can achieve the Level 3 Award in Education and Training (12 QCF credits). This is an introductory qualification that will confer a ‘threshold license to teach’.

Who are the qualifications for? For practitioners working in the post-16/14 education and training sector. It is good practice and often an employer requirement for those wishing to enter teaching in teaching and training adults in England. The qualifications are widely recognised as the standard for those beginning to teach in the non-regulated sector in England, as well as in other nations.

What do the qualifications cover? They allow learners to learn knowledge and skills required to enter teaching. They are part of a framework of qualifications for teachers in England. They do not form part of an Apprenticeship Framework.

What opportunities for progression are there? They allow learners to progress into employment as teachers/trainers, as well as to **EITHER** (usually) one of the following:

Certificate in Education and Training (36 QCF credits) for ‘Associate Teachers’ or the;

Diploma in Education and Training (120 QCF credits) for ‘Teachers in the full teaching role’. Visit www.cityandguilds.com and enter **6502** in to the search box or visit <http://www.aimawards.org.uk/> and enter **Award in Education and Training** in to their search box.

1. Learner entry requirements. The awarding body does not set entry requirements for this qualification. However, learners need to have the potential and opportunity to achieve the qualification;
2. Guided learning hours (GLH) for the course/completing the qualification are stated to be 48. During the course you should have completed the micro-teaching aspect of the course, which represents **half** of the work for the six credit unit 302. (Units A and C represent three credits each). After the course there are approximately ten to fifteen hours of assignment work to do to complete the three units. Personal support will be provided by email on a one to one basis until candidates are successful. **It is essential that management support is provided by the candidate’s own organisation, in terms of; time to do the work, monitoring of progress and setting target completion dates;**
3. Age restrictions. The awarding body cannot accept any registrations for learners under 19 as these qualifications are not approved for anyone under the age of 19;

4. Legal considerations. Learners should be aware of regulations affecting those who deal with children, young people and vulnerable adults. E.g. Disclosure and Barring Service (DBS) checks, Special Educational Needs and Disability Act (2000) SENDA, Equality Act, Children's Act, Safeguarding Vulnerable Groups Act, Data Protection Act, etc.
5. All work must be **word processed** (where appropriate) using resource pack B (the assignment construction kit). This will allow candidates to submit the assignment work by email (as an attachment) and also allow candidates to demonstrate/become even more proficient at ICT skills (information and communication technology);
6. The course is designed to get you '**into**' the many aspects of training/teaching and learning **quickly and/or consolidate your existing experience, where appropriate**;
7. The qualification can **also** be used for those **new** to teaching in Further or Adult Education in a variety of roles, who wish to '**get into**' **the many aspect of teaching and learning quickly** and obtain a nationally recognised training qualification, **before proceeding** on to the Certificate or Diploma (often called a Certificate in Post Compulsory Education – (Cert Ed.) at a University);
8. The course is designed for educators who would like a recognised qualification for teaching / training adults (post 16 generally, but can go down to age 14);
9. You may be interested in exploring the Education and Training Foundation's website - www.et-foundation.co.uk/supporting **The type of organisation who can access their support and programmes includes:**

Further Education Colleges, Independent Training Providers, Community Learning and Skills Providers, Employers funded to deliver training and Apprenticeships, Prisons, Independent specialist colleges, Sixth form colleges.

The Foundation is funded by the Department for Business Innovation and Skills (BIS) and the Department for Education (DfE) to enhance the performance and professionalism of the Further Education and training sector. They exist to support all teachers, trainers, leaders and other staff who are in the business of vocational training, adult education, workforce development or other post-16 educational activity. Their stated beneficiaries are learners and employers.

10. You may wish to start considering the **topic for your teaching session to the group and begin to prepare any necessary resources**. You **may** wish to choose a topic that you don't normally teach, (e.g. a hobby), that **MUST** incorporate a **mixed** variety of **learner activity and interaction, rather than a long lecture** – we will learn more about this during the course!

11. On the taught course 'micro-teaching' is a session where you teach in a subject chosen by you and / or assess your peers, for between 20 and 25 minutes. During your teaching session you are assessed by the tutor and advised on your performance;
12. **Presentation resources.** Where appropriate, I can provide a number of overhead projector slides (acetates) and can lend you the pens that allow you to write directly on to them as well as a projector (for PowerPoint and DVD etc.) flip chart paper & pens;
13. **Please note that your teaching session is usually recorded for self-evaluation and quality assurance purposes.** If your session is recorded, you will be supplied with a video of your own teaching session for review. We also retain a copy of your teaching session on video. This will be held for up to two years approximately. **We operate in accordance with the Data Protection Act;**
14. We keep strictly to times with **FULL ATTENDANCE** on the taught course expected. Please advise the tutor if this might be a problem, as missing sessions can usually be accommodated;
15. The schedule is provisional because the course tutor/s will want to react to the way each of you learns, where possible. The focus is **on promoting learning and engagement with our learners**, often in an interactive way, bearing in mind that we all learn in our own different (and unique) styles;
16. Naturally, most candidates will like to complete the three assignments in the shortest time. It is possible to get the work done within a few weeks or months. However, from an administrative point of view, candidates have two years from the date of the assessed teaching session to successfully complete the three assignments. On-going support will be available during this time, with feedback usually within one working day, when needed.
17. **Once the four day taught course is finished there are approximately ten to fifteen hours of work to do on finishing the remaining (two and a half) assignments. One to one email support will be given. Example answers for all the assignments will also be provided.**
18. In your answers to the assignment questions, you will include;
 - a) what you do now in your teaching role, if you are teaching already;
 - b) what you will do, (if not teaching/training at the moment);
 - c) what you would do in a full role of a teacher/trainer demonstrating **all** the professional responsibilities and strategies open to you and reviewed on the course;
 - d) the underpinning educational theory, where appropriate.

I hope that you enjoy the programme! Please contact the course tutor personally if you have any questions, at any time.

Aims of the level 3 course

The Level 3 Award in Education and Training is an introduction to teaching that will give an insight into the roles, responsibilities and relationships in education and training, how to plan and deliver inclusive teaching sessions and how to assess and give constructive feedback.

By the end of the course, learners will be able to:

1. adopt an integrated approach to the theory and practice of teaching/training and tutoring
2. reflect on their own previous/current levels of experience, practice and skills, and areas for development
3. identify principles of learning, teaching, assessment and evaluation
4. develop communication and inter-personal skills
5. develop an awareness of their professional role and responsibilities.

Summary of Units (assignments): Award in Education and Training

Unit A - Understanding roles, responsibilities and relationships in education and training – 3 credits

Unit B - Understanding and using inclusive teaching and learning approaches in education and training – 6 credits

Unit C - Understanding assessment in education and training

These units will be graded **PASS** or **REFER**.

Level Descriptors

The descriptors provided below should be applied to knowledge evidence by learners, tutors, assessors and quality assurance.

Level 3 learning would include:

1. Knowledge of relevant principles, and where appropriate theories, that apply in this field.
2. Evidence of appropriate reading relating to principles, theories and practice.
3. Consideration of how professional values impact on working in this area.
4. Evidence of a reflective approach.
5. Reflection on own practice grounded upon **reading**.

Appeals procedure

If you have any concerns about an aspect of the course, particularly in terms of the conduct of the **assessment** of your work, **then please follow this procedure**;

1) Contact your assessor / course tutor in the first instance;

2) If this doesn't help, then please write to; **The Internal Verifier**, 'Andragogic Education', 11 Church, Road, Great Bookham, Surrey. KT23 3PB

Please note that the awarding body DO NOT discuss/resolve assessment issues.

Glossary of terms in education

Term

Definition

Action plan

A formal agreement between a tutor and learner setting out what will be achieved with target dates

Aim

General statement outlining what the trainer hopes to achieve during the session or programme of training

Analyse

Examining something in detail to discover meaning and/or essential features

Andragogy

Learner centred learning situations facilitated by the tutor

AP(E)L

Accreditation of Prior (Experiential/Experience) and Learning

Assessment

Process of measuring the achievement of learners

Assessment methods

Instrument chosen to assess a given outcome, eg written test, skills tests, observation of learner performance, reports and questioning

Assessment records

Documents used to record the outcome of an assessment, e.g. an organisation pro forma or observation report

Assessor

The person making a decision as to a candidate's competence

Associate Teacher

A person in a teaching role that carries fewer responsibilities than the 'full teaching' role and whose role and responsibilities are to teach mainly in one or more of the following ways:

- from a defined and prescribed programme and/or with fewer responsibilities in the design of learning materials and the course programme than the Full Teacher
- on a one-to one basis
- delivers a programme confined to a particular level or subject or type of learner
- delivers short courses of less than three months; which lead to non accredited and/or vendor specific awards; or that provide on successful completion less than three credits on accredited programmes.

Candidate

Person who is studying and being assessed for a The awarding body qualification

Critical Path Analysis

Logical sequence of steps needed to go through to complete a final task

Coaching

Normally a one-to-one or small group activity which involves the tutor in a close observation of the learner's performance and giving advice and guidance

Communication

The transfer of information, from one person to another, with the intention of bringing about a response

Competence

Ability to do something to a set agreed standard, normally measured by undertaking an observable process or producing a final product (see assessment methods)

Contact hours

The number of hours allocated for programme delivery; including group tutorials and the delivery of the theory aspect of the assignments

CPD

Continuous Professional Development

Diagnostic assessment

The assessment methods used to discover strengths and weaknesses in a learners work and determine future action

Discuss

An exploration of issues in either speech or writing

Demonstrate/demonstration

Showing learners the best way to undertake a task or develop a skill by illustrating how it is done by actual performance

Diagnostic meeting

Meeting to determine the present level of skills and knowledge of a learner and, normally, to determine a future programme for further development

Diversity

Valuing the differences and characteristics of individuals

E-learning

Electronic learning – learning which is supported or enhanced through the application of information and communication technology

E-learning online

Electronic learning via an intranet or the internet

E-learning on-site

Electronic learning in the organisation's own learning environment using ICT

Equality

Ensuring the rights of learners to participate no matter what their characteristics. Defined in part by legislation.

Evaluation

Gathering information to give a measure of the effectiveness of the training that has been delivered

Explain

A reasoned account which justifies/clarifies an issue and/or points of an issue

External Verifier

Appointed by an awarding body such as to ensure that all assessments undertaken with centres are fair, valid, consistent and meet the requirements of the standards

Feedback

Written or oral information given to learners regarding their progress

Formative assessment

On-going assessment carried out throughout a programme of learning

Full Teacher

A person in a teaching role that carries the 'full range' of teaching responsibilities in the classroom and who teaches:

- from their own designed and evaluated programme materials
- across a range of levels, subjects and learner types
- across or contributes to a range of programmes of varying lengths.

Ground rules

Agreed codes of behaviour between the teacher and the learner. Usually agreed at the beginning of the programme, e.g. respect for others viewpoint

Group

Learners being taught together (three or more)

Holistic report

A written statement reflecting a candidate's experience

Ice breakers

Fun and light-hearted ways of introducing learners to each other

ICT

Information Communication Technology – the combination of computing and communication technologies (including computer networks, telephone systems and the internet)

Identify

Determining the factors or features of an activity, requirement, issue and/or a point

ILP

Individual Learning Programme (see also, Action plan)

ILT

Information and Learning Technology – the use of information and communication technologies to support learner activities

Inclusive

Avoiding and overcoming barriers to participation for all learners

Initial assessment

A way of ascertaining learning styles. Assessment methods used to discover strengths and areas for development in a learner's work and determine future action. A means of measuring a learner's ability, e.g. a literacy test Institution/organisation

Instruct/ instruction

Where the tutor tells the learner what to do to achieve a particular skill or objective
Internal Verifier Appointed by a centre to ensure that all assessments undertaken within the centre are fair, valid, consistent and meet the requirements of the standards

Internet

Worldwide computer network

Intranet

An organisation's own network

IT

Information Technology – the computer infrastructure, hardware and software used to process data and deliver information

Justify

To give reason and/or explanation for an activity, process, theory etc

Learner/learner

Person who is being taught or trained. (Similar to student, candidate)

Learning sessions

A period of input by a teacher using a variety of methods such as lessons, practical etc

Learning programme

Scheme of work, programme of work or study, schedule of a course

Learning style

Particular way in which an individual prefers to learn

Mentor

Person giving one-to-one support to a learner

Methods of assessment

Observations, questions, simulations, witness testimony, work products, professional discussion, prior experience, candidate discussion, projects, assignments, tests etc

Micro-teaching

Short delivery to peers in a learning setting

Motivation

How a learner is disposed towards learning, extrinsic-external reasons for learning, intrinsic-internal desire to learn for self-fulfilment

Multi-media

The use of various types of equipment to present text, graphics, video, animation and sound in an integrated way

Non-contact hours

This covers the candidate's individual tutorial support time, developmental activities, research, self-study and teaching practice. Can also mean a trainers time for administrative tasks.

Non-verbal communication

Any communication that does not involve the spoken word, e.g. body language, facial expression

Objective

A statement of what will be learned/achieved as a result of the training received. SMART. Needs to be physically measurable so the tutor and the learner know when it has happened

On-the-job

In the working environment

Pedagogy

Tutor centred learning

Peer group

Others within the candidate's learning group

Plenary session

Reviewing stage where all the learners involved in an exercise/activity are assembled together to share their views and conclusions

Points of referral

Individuals and organisations that provide information and support for learners e.g. about funding, or opportunities to access learning

Pro forma

Blank form for use by candidates/assessors

QTLS / QTS

Qualified Teacher, Learning and Skills / Qualified Teacher Status

Qualitative

Quality information obtained by open questions, reports and discussions

Quality assurance

A means of checking learners' work by internal and external verification

Quantitative

Quantity information obtained by closed questions, results from tests and other data gathering techniques, often reduced to numbers

Rationale

The defining aim and/or reason for a unit or outcome

Reliability

Consistency of measurement achieved by the use of an assessment method

Safeguard

Protecting young people and vulnerable adults from abuse or neglect, and ensuring that learning environments support their well-being

Session plan (Lesson plan)

Plan prepared by the trainer prior to delivery of a training session

Skills

An organised pattern of mental and/or physical activity. Examples of skills include practical, numerical, decision-making and social

Skills analysis

See Task analysis

SMART

Specific, **Measurable**, Achievable, Realistic, Timely

Summarise

A brief account of the main issues/points explored and/or examined

Summative assessment

An assessment made to determine the final level of achievement. Often done by a final test or examination

Synchronous learning

Learning that takes place in an environment where the tutor and learner are simultaneously present, perhaps at different locations, but communicating with each other in real time

Task analysis

Breakdown of a task/job into its component skills (sometimes referred to as Skills analysis)

Teaching practice

The time allocated for candidates to demonstrate and build confidence in teaching/ training other learners. This could include where a candidate has sole responsibility for an individual or a group, teaches in front of/within a group to different groups/learners/levels, from pre-prepared or own designed curriculum materials, whether in paid or unpaid employment

Teaching/ training cycle

System approach which includes five inter-linked stages: identify needs, plan and design learning, deliver, assess and evaluate

Teacher/Trainer/Tutor

Person who is helping the learner to achieve a desired state/standard/competence. Person who is advising, supporting and assessing the candidate

VACSR

Valid, Authentic, Current, Sufficient, and Reliable

Validity

Extent to which an assessment method measures what it is supposed to measure

VARK

Visual, Aural, Read/write, Kinaesthetic – learning preferences

Visual aid

Visual support material used to enhance the learning session, e.g. overhead transparency, diagram, slide projection, photograph/picture, video/film, model, computer program, interactive internet page (including audio visual equipment).

Assessment

National standards and rigorous quality assurance are maintained by the use of assignments. Each Section within the qualification will be assessed through the awarding body assignments, marked internally by the centre. Quality assurance is provided by the centre and monitored by the awarding body's external verification system, to ensure that national standards are maintained.

Each assignment will be graded **pass or refer**.

The assessments provided are **mandatory** and alternatives are not acceptable. All work presented by candidates must be word-processed.

Assessment of candidates' achievement in the qualification will be the responsibility of a designated tutor.

When marking candidates' work, the tutor should use his/her professional judgment to ensure that **all** parts of the assignments have been successfully completed.

There is no word count for this assignment work.

All work will be sampled by the IAQ - internal quality assurance / internal verifier and may also be sampled by the awarding body EQA – external quality assurance / external verifier.

End of course activities

We will spend about 15 minutes or so undertaking a final review of the course and the requirements for completion of the portfolio.

1. All learners to meet together as on day 1. Set the desks back as a U shape if needed.
 2. Personal reviews can each person, personally identify 3 aspects of the course that have been most useful and struck a chord with you – explain **just** ONE to your peers, in under 2 minutes! (If you can).
-

Portfolio completion instructions

- **Portfolio** - Progress checks – you can e-mail aspects of your work to the tutor for comment, if you would like to see if you are on track with the way you are approaching the course assessment requirements.
- If you could aim to get the remainder of your work to the tutor **within two or three months (flexible) of the end of this course**, it would be useful to you and your early achievement of the qualification. However, from our perspective you will have up to two years from the date of your assessed teaching session to get all your work in by (so that your assessed teaching session remains 'current evidence') and successfully assessed **(excluding any changes made by the awarding body)**. After the course there are approximately ten to fifteen hours of assignment work to do to complete the three units. Personal support will be provided by email on a one to one basis until candidates are successful. **It is essential that management support is provided by the candidate's own organisation, in terms of; time to do the work, monitoring of progress and setting target completion dates.** All your work will be subject to internal verification.
- When instructed to do so by your tutor, send your three units/assignments & evidence for the assessed teaching session generated on the day **(recorded delivery) for safety!** to;

Your assessor at: 'Andragogic Education' **PO BOX 453**, Margate, CT9 9BD

- It is important to **photocopy** any hand written work that you send in – just in case of losses in the postal system. This also means that you will have a full copy of your portfolio work. i.e. the hand written material as well as the word-processed work on your hard-drive;
- Note that we do **NOT** return portfolios, as you will already have a copy – see above.

Course Review form – please remove the final page of this pack, now or later, and complete. We will also email it to you just before you post in your portfolio for final assessment and verification. Many thanks. We are grateful for any constructive comments in our endeavours to make the course even better!

Guide to writing assignment answers – level 3

You need to word process all your answers, where appropriate (to demonstrate your IT skills). Whilst preparing your answers for the assignments, you can send any draft work (answer by answer is usually best) by email to see if you are ‘on the right track’. Formal feedback will be given and you will have the opportunity to ‘tweak’ your work and resubmit it, for up to three times for the same piece of work.

Just a note about the structure of assignment answers. You will help; the assessor, the internal and external verifiers if you make it **clear** which question and part of the question you are addressing, by using headings and sub-heading where appropriate. This assignment construction kit should allow you to do this easily.

Level Descriptors

The descriptors provided below should be applied to knowledge evidence by learners, tutors, assessors and quality assurance.

Level 3 learning would include:

1. Knowledge of relevant principles, and where appropriate theories, that apply in this field.
2. Evidence of appropriate reading relating to principles, theories and practice.
3. Consideration of how professional values impact on working in this area.
4. Evidence of a reflective approach.
5. Reflection on own practice grounded upon **reading**.

Course Evaluation – Your comments will be gratefully received – thank you

Initial teacher Training	Course Date:
---------------------------------	---------------------

Please complete this questionnaire by ticking the box which most readily corresponds to your feelings or opinions. This form will be emailed to you after you have successfully completed the assignment work.

		Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
1.	ACHIEVEMENT OF AIMS				
a.	The course made a positive contribution to my understanding of the subject				
b.	Learning outcomes were clearly stated and addressed				
2.	COURSE CONTENT				
a.	The issues were dealt with at the appropriate level and in sufficient depth				
b.	The course was well structured				
3.	LEARNING AND TEACHING				
a.	The teaching was clear, informative and effective				
b.	Teaching strategies were appropriate				
c.	The handouts were useful used well, and made a positive contribution to my understanding of this topic				
4.	LEARNING RESOURCES				
a.	The handouts were well structured and clear to follow				
5.	ASSESSMENT				
a.	The exercises were easy to understand and complete successfully				
b.	The assessment was appropriate to the learning outcomes of the course				
6.	SUPPORT AND SUPERVISION				
a.	The tutors support was readily available				
b.	I was provided with constructive feedback on my work during the course				

Please continue

ANY FURTHER COMMENTS OR SUGGESTIONS
1. ACHIEVEMENT OF AIMS AND OBJECTIVES
2. COURSE CONTENT
3. TEACHING AND LEARNING
4. LEARNING RESOURCES
5. SUPPORT AND SUPERVISION
6. ANY OTHER COMMENTS OR SUGGESTIONS?