

Award in Education and Training

Level 3

‘RESOURCE PACK B’

Assignment construction kit

(Candidates will be word processing **all** their answers in the ‘MS WORD’ version of this kit)

This belongs to:



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

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Constructing your Award in Education and Training portfolio

You will be developing a portfolio of evidence, structured using this assignment construction kit, containing the following key aspects;

1) CV (Curriculum Vitae);

2) Assessment Record, (to be supplied by the tutor). Just complete your personal details;

3) ASSIGNMENT FRONT SHEETS & FEEDBACK RECORDS to be signed by you and to front your answers to EACH of the three UNIT assignments (to be supplied by the tutor);

4) Your answers (and evidence for unit B) for the each of the three unit assignments.

Guide to writing - Award in Education and Training assignment answers

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-headings where appropriate. This assignment construction kit should allow you to do this easily.

Use of the underpinning educational theory is a MUST

You need to demonstrate to your assessor, the verifiers and the awarding organisation that you have absorbed the course content by interweaving references to the educational theories and strategies where appropriate. If you don't, you will not be able to pass the assignments.

For example, explain **WHY** you would use various teaching strategies, with reference to any theories **where appropriate**. Remember that the key theories examined on the course were:

a) Andragogy (learner centred) verses Pedagogy (teacher centred);

b) The 4 learning styles and being able to provide a variety of activities within your lesson to address the four Learning Styles (where appropriate) – i.e. andragogic rather than pedagogic teaching methods involving student centred learning strategies with pair and group work - where appropriate;

c) Blooms Taxonomy of Learning Designing a logical progression in the work you make the students undertake, i.e. Bloom's 'steps' in the Learning Domains (Cognitive – head, knowledge, Affective – heart, attitudes and the 'social experience' and the Psychomotor domain – hands, physical skills – if and where appropriate) – **i.e. giving your learners the 'opportunities to use their abilities'**;

d) Stimulating intrinsic motivation (**Herzberg**) – and addressing the affective domain (social situations – through pair/group work and student centred learning) – i.e. creating a challenging, interesting and engaging learning environment based on respect for your learners (acknowledging their existing knowledge and experience);

e) All the above are included in the 6 P's; i.e. proper planning & preparation prevents poor performance – evidenced in your, scheme of work, lesson plan and preparation of your resources for the session.

The course handbooks contain much of the information that you need to complete many of the answers in the following three assignments.

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.

Award in Education and Training

FORM 8: SUMMATIVE PROFILE & ACTION PLAN

(To be completed at the end of the programme/assignment work)

Name of Candidate:	Name of Tutor: C. Peter
My overall development and strengths as a result of attending this programme:	
Personal Statement: Where I am now, the subject I would like to deliver and what I wish to do in the future:	
Action Plan: What I intend to do now to help me gain a teaching/training position or progress with my teaching/training career:	

Candidate signature: Date:

These units are underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector (post 14 years old). LSIS.

These units were endorsed by The Learning and Skills Improvement Service. The Education and Training Foundation has taken over from LSIS in late 2013.
<http://www.et-foundation.co.uk>

To achieve the Level 3 Award in Education and Training learners must achieve a minimum of 12 credits:

Using this assignment construction kit you will be undertaking three units (A, B and C). Units A and C carry three credits and unit B carries six credits making the twelve credits to achieve the qualification.

Understanding roles, responsibilities and relationships in education and training

The purpose of the unit is to enable the candidate to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training. It includes responsibility for maintaining a safe and supportive learning environment for their learners.

Learning outcomes – see assessment feedback form at the end of this unit.

Evidence requirements

1. Provide a review of the role of a teacher/trainer in the Lifelong learning sector. This role may be drawn from a part of the sector in which you work, or where you wish to work. I.e. a review of;

a) what you do now in your teaching role,

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.

Your answers must include clear explanations and description to address all of the assessment criteria for this unit. **Your answers must include clear evidence of relevant reading, important principles, and professional values.**

2. Provide a reflective journal entry about what you have learned during this unit.

Guidance

No word count is provided for this unit. Careful planning is recommended as a basis for concise evidence. On the following pages, you need to review the **‘teaching cycle’, listed below.**

A – Assessing Learners Needs

B – Planning and Preparing teaching and learning programmes for groups and individuals

C – Developing and using a range of teaching and learning techniques

D – Managing the learning process

E – Providing learners with support

F – Assessing the outcomes of learning and learners achievement

G – Reflecting upon and evaluating one’s own performance and planning future practice

H – Meeting professional requirements

If you are not in much of a teaching/training role at the moment, you may need to **research an organisation that would contain a ‘usual teaching environment’**, as the awarding organisation needs you to demonstrate that you are aware of the full range of strategies and professional duties as well as your current ones. For example, you could ‘Google’ a UK college and find their policies. E.g. put “Canterbury college policies’ in to Google and you will find them! At the moment (Sept 2016) they can be found here; <http://www.cant-col.ac.uk/about/corporation/policies/>

Unit A. **To do:** Can you structure your answer under each of the following headings using the ‘teaching cycle’ as a basis for what you do now or will do in the future AND also demonstrate your knowledge and understanding of all the strategies/professional duties that any educator in this sector needs to know:

A – Assessing Learners Needs, to include;

Tip – please delete on final submission: Before a trainee/learner starts how can you assess learner's needs and ensure equality of opportunity to facilitate effective learning for all? **The following assessment criteria will answer section A:**

1.3 Explain ways to promote equality and value diversity. And 2.2 Explain how and why it is important to promote appropriate behaviour and respect for others.

Tip – please delete on final submission: This is about setting **ground rules** and/or forming a learner contract, before and/or at the start of a programme. Can you review how your teaching strategies can also address many of the key aspects raised in the questions; 1.3 and 2.2, **such as why it is important to do these things?**

As I'm sure you are aware, many people need to work with these aspects for them to become internalised. E.g. being told the ground rules is no substitute to providing teaching methods that implicitly address them. The teaching strategies that we examined in the affective domain (heart) are very important here and also link to 'intrinsic' motivation. **E.g.** for you to provide opportunities for your learners to share, challenge and promote 'professional attitudes' through the use of structured sessions involving pair and group work in case study/simulation/role play perhaps. i.e. these teaching methods make the focus on the task in hand which will naturally and often automatically address inclusion, equality and diversity with your current/ future learners.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

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

Tip – please delete on final submission: Can you review strategies for you to identify and then meet the needs of your learners in a 'usual' teaching environment. This website may <http://www.teachingtimes.com/articles/iag-strategy-question-answer.htm> **E.g.** At IAG (pre-course assessments for Information, Advice and Guidance), pre-course & dyslexia assessments, skills scans (for the functional skills, English, Maths and ICT) etc. **Then explain why it might be important to do this.**

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

3.3 Describe points of referral to meet the individual needs of learners. (E.g. who, places & equipment). And 3.1 Explain how the teaching role involves working with other professionals.

Tip – please delete on final submission: Explain how the teaching role involves working with other professionals. Can you provide details about your job description for your teaching role and who else you do or might need to work with.

E.g. your legal and professional obligations, such as assessment, verification, CPD, reporting structures etc. where you would need to work with; other assessors, internal and external verifiers, health and safety personnel (for risk assessments perhaps), other teachers to plan and design learning programmes (schemes of work, lesson plans, assignments and their scheduling) managers to secure funding, resources (especially venues), clients and potential clients including assessing their training needs (TNA – training needs analysis), etc.

E.g. do you liaise with the human resources department to conduct pre-course assessments and may have to refer people on for dyslexic assessment or ESOL support (English as a second language)? If so, who and where exactly.

What does your job description indicate about who you will need to liaise with as part of your teaching duties when supporting learners, especially when you are in the schools? Such as the SENCO, form teacher, someone responsible for safeguarding issues?

Points of referral - <http://www.anqdevelopment1-linux.co.uk/04-TheoryTasks/Theory3.htm>

Although inclusion is about supporting learners' needs, it is not always possible for teachers to do this without support themselves. You should be aware of the limits of your responsibility and know when and where to access support both for yourself and your learners.

If you have a line manager, he or she should be your first point of contact for referral. If you have team meetings or contact with other teachers, your colleagues may also be able to help through their own previous experiences.

Support may be available in your own organisation, through a learning support department or from Skills for Life specialists. Some organisations have specialist resources for supporting disabled learners or may be able to provide a learning support assistant.

It may be appropriate to refer a learner for an Information, Advice and Guidance (IAG) session either within your own organisation or to an external organisation. Have a look at this report: <http://www.lifelonglearning.co.uk/iag/npfreport.pdf>

Many of the voluntary and charitable organisations have websites with advice about teaching strategies to support people with sensory or physical disabilities or may be able to supply resources.

Points of referral will differ according to the type of organisation you work in; it is your responsibility to find out what support is available locally.

View <http://www.angdevelopment1-linux.co.uk/04-TheoryTasks/Identifying%20student%20needs%20T3.ppt> file before moving on.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

B – Planning and preparing teaching and learning programmes for groups and/or individuals;

Tip – please delete on final submission: How do you/could you plan and prepare training/learning programmes? E.g. either write your own in-house programme or use someone else's. This will contain the schedule of topics (scheme of work) and lesson plan/s for each session. Alternatively, if you are running a nationally accredited qualification then you will need to get the standards/assessment or performance criteria from the awarding organisation from which you will draft a scheme of work to schedule each topic over a period of time and from this you can draft lesson plans for each individual session.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

C – Developing and using a range of teaching and learning techniques, to include;

Tip – please delete on final submission: What teaching methods and teaching aids do/could you use and for how will this encourage effective learning in all your learners?

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

C: 2.1 Explain ways to maintain a safe and supportive learning environment.

Tip – please delete on final submission: Can you also review the legal and organisational policies and procedures that you need to comply with that make your use of the above teaching methods and aids safe. E.g. risk assessments, review the fire procedure/safety aspects at the start of the programme The health and Safety at Work and other aspects reviewed on this college's website: http://www.lambethcollege.ac.uk/about-lambeth-college/college-rules-and-standards/#College-Health_Safety may help.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

D – Managing the learning process;

Tip – please delete on final submission: You are now with you learners, after designing/using the scheme of work/standards/lesson plan, how can/do you manage their learning effectively and why are these strategies important? E.g. review the aims and objectives at the start (and the end to confirm achievements), use of hooks (ice-breakers) to emotionally encourage/motivate learners to actively participate throughout, (andragogic) teaching and assessment strategies that are; relevant, interesting, engaging and challenging. Use of pair/team work for 'problem-solving'.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

E – Providing learners with support;

Tip – please delete on final submission: How can/do you effectively facilitate learning with all of your learners? E.g. use of those other professionals for specialist support that you might have identified in section A, 3.3 and 3.1, use of differentiation strategies (Use a search engine to explore this as well as the day one course handbook or at this website: <http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx>

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

F – Assessing the outcomes of learning and learners achievement;

Tip – please delete on final submission: How can/do you recognise learner achievement? Use of formative and/or summative assessments, such as case studies/assignments/practical's/quizzes/exams etc.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

G – Reflecting upon and evaluating one's own performance and planning future practice;

Tip – please delete on final submission: How can/do you know if your teaching has been any good? And once you do know what might the effects be on your learning programmes/lesson plans and lesson delivery? E.g. could it be a feeling that you have at the end of the day? Are you empathetic enough to know when your learners appreciated your session or not? Are you formally observed by; colleagues/management/internal and external verifiers/Ofsted? Do learners complete an end of course evaluation?

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

H – Meeting professional requirements, to include;

1.1 Explain the teaching role and responsibilities in education and training.

Tip – please delete on final submission: Your own role in teaching may be set out in your job description and may include; to follow any relevant legislation, professional and legal requirements in fulfilling your role, such as your teaching responsibilities. These might include:

- Following the organisation's policies and procedures
- Following relevant legislation and codes of practice
- Creating a scheme of work and session plans
- Keeping a record of attendance

- Maintaining records of progress
- Working with the internal and external quality assurance personnel
- Maintaining own CPD (continuing professional development).

Use a search engine to explore this topic. Enter the phrase; **“teaching role and responsibilities in education and training”**

Also see <https://thecriticalblog.wordpress.com/2013/09/11/understanding-roles-and-responsibilities-in-education-and-training/>

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

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

Tip – please delete on final submission: Can you detail in terms of the specific legislation, rules and professional protocols that you and your organisation will have to comply with. For example, the Data Protection Act and if DBS (previously CRB checks) <https://www.gov.uk/disclosure-barring-service-check/overview> checks are a necessity in your organisation.

You also need to explain how and why some of this legislation is needed for teachers in general and you in particular if you are in a full teaching role at the moment. (I.e. not just a list of the laws and organisational/professional procedures).

The following websites may help: www.brad.ac.uk/admin/equalopp/policies/overview.php AND <http://www.canterburycollege.ac.uk/about/corporation/policies/>
Educational Needs <http://www.education.gov.uk/aboutdfe/statutory/q00213170/special-educational-needs-code-of-practice>
SENDA - Special Educational Needs and Disability Act 2001 <http://www.legislation.gov.uk/ukpga/2001/10/contents> AND <https://www.gov.uk/children-with-special-educational-needs> Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents> Children's Act 2004 <http://www.legislation.gov.uk/ukpga/2004/31/contents> Safeguarding Vulnerable Groups Act 2006 <http://www.legislation.gov.uk/ukpga/2006/47/contents> Data Protection Act 1998 <http://www.legislation.gov.uk/ukpga/1998/29/contents> etc.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

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

Tip – please delete on final submission: Can you explain the differences in your professional duties between your teaching role and your other duties. E.g. CPD requirements, that you can't internally verify your own assessment decisions. This may be listed in your job description? Ethically, you can't act as a social worker

for example. As a professional tutor you need to know when to signpost learners to other (more experienced and qualified) professionals/services/resources.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

LEARNING JOURNAL – Unit A

Name of Candidate:	Unit: A Responsibilities and relationships in lifelong learning
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Candidate signature: Date:

NOTE – Please ensure that you address the following 3 aspects in your reflection of this unit:

1) The main points I have learnt from this unit are:

2) Practically, how I could develop/improve my delivery in my teaching/training/assessment role as a result of this unit:

3) How I will use the knowledge/theories I have gained from this unit to inform the practical changes listed above:

Unit B) (6 credits, in two parts) Understanding and using inclusive teaching and learning approaches in education and training

Aim: The purpose of the unit is to enable the candidate to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates candidates, and planning, delivery and evaluation of inclusive teaching and learning. It requires the candidate to deliver a microteaching session and to evaluate their own delivery practice.

Learning outcomes – see assessment feedback form at the end of this unit.

Evidence requirements

1. Answer the following questions to review;

a) what you do now in your teaching role,

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.

Your answers must include clear explanations and description to address all of the assessment criteria for this unit. **Your answers must include clear evidence of relevant reading, important principles, and professional values.**

If you are not in much of a teaching/training role at the moment, you may need to **research an organisation that would contain a 'usual teaching environment'**. As the awarding organisation needs you to demonstrate that you are aware of the full range of strategies and professional duties as well as your current ones. For example, you could 'Google' a UK college and find their policies. E.g. put "Canterbury college policies" in to Google and you will find them!

At the moment (Sept 2016) they can be found here; <http://www.cant-col.ac.uk/about/corporation/policies/>

Answer the following questions (assessment criteria) to explain how your evidence for the will address each aspect:

START 1.1 Describe features of inclusive teaching and learning.

Tip – please delete on final submission: Can you describe which teaching methods you do/could actually use in your teaching sessions that will implicitly address inclusivity and diversity. E.g. use of Q&A, discussions, practical activities and various andragogic opportunities such as team work in; simulation, case studies, role plays etc. You can find a detailed list and full review of inclusive learning by copying and pasting this phrase in to a search engine such as Google; “the inclusive learning handbook”.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

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.

Tip – please delete on final submission: Can you list and compare the advantages (strengths) and disadvantages (limitations) of the teaching and learning approaches that you use (or will be used) in your own area of teaching/training in relation to meeting individual learner needs.

See: the attached pdf about the advantages and disadvantages of different teaching methods as well as your ‘Resource Pack A’.

I.e. explain why the teaching methods that you do or will use in your own training environment will ‘include’ all learners depending upon their own learning needs and styles. E.g. lectures and demonstrations, essays may suit the reflectors and theorists, whereas the practical work that the learners engage in may suit the pragmatists and activists.

You can find a detailed list and full review of the advantages and disadvantages of various teaching methods by looking at your course resource, pack A, or by copying and pasting this phrase in to a search engine such as Google; “advantages and disadvantages of different teaching methods”

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.

Tip – please delete on final submission: Can you review how you might ‘diagnose’ learning difficulties that will affect their ‘functional skills’, i.e. people’s ability to function in the learning environment/work-place, especially proficiency in English, Maths and ICT (Information Communication Technology). E.g. you get a report from another department/organisation – with the job already done. Or, you review people’s skills during the information/induction/first day, formally and informally, OR you run diagnostic tests yourself.

Can you demonstrate your knowledge of all the (hard) functional skills, (communications, numeracy and ICT – the following website may help <http://www.skillsforlifeforlifework.com/article/functional-skills/3946>) and review why some/all of these are important skills for staff to function in accordance with requirements in addition to the other professional skills needed in an organisation. E.g. awareness and commitment to their own and immediate family member’s health and wellbeing, health and safety, professionalism with the client (right attitude).

Can you also further review HOW you might EMBED these on a daily basis. i.e. what do/will you do with your trainees that will ensure that they naturally take on board the professional attitudes of a seasoned employee, who can read, write use numbers and technical equipment, including computers for record keeping.

E.g. case study, simulation, work-based learning, role play etc. where the ‘functional skills’ are needed in order to solve practical problems.

This link should assist - <http://www.anngravells.com/information/embedding> (If the link is dead then Google “Ann Gravells embedding functional skills”

Your answer under here. (Note that this space will naturally increase in size the more text that you add).

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

Tip – please delete on final submission: Can you review the pros & cons of your own inclusive strategies, and/or ones that you ideally might use in a different teaching environment. E.g. on entry, IAG (pre-course assessments for Information, Advice and Guidance), functional skills tests results, or just talking to people at the start and during the first teaching session. You could ‘Google’ “guide to inclusive learning” for further information.

Andragogy using pair and small team work will implicitly address many key aspects of inclusivity. Also differentiation strategies could be reviewed too – see the day one course handbook for ‘differentiation’. This website may also assist - <http://www.geoffpetty.com/differentiation.html>

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

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

Tip – please delete on final submission: Can you analyse how you feel your own 'inclusivity' strategies work in your classes, regarding your teaching methods. E.g. Andragogy and a broad variety of teaching aids will implicitly address many key aspects.

Also differentiation strategies could be reviewed too – see the day one course handbook for 'differentiation'. This website may also assist - <http://www.geoffpetty.com/differentiation.html>

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

2.3 Explain ways to engage and motivate learners.

*Tip – please delete on final submission: Can you provide details on what you do do and/or can do. E.g. by making activities **relevant** (from the very start, including ice-breakers, undertaken using pair/group work etc. so people are feeling comfortable socially and also exploring their own experiences and how the new learning will be useful to them in practice. This will allow you to address Bloom's very important 'affective domain'.*

Out of the three learning domains it is the Affective domain (heart) that is the most important to plan for and deliver early on because if a tutor establishes an exciting, stimulating, learning environment at the start of a course students will then want to learn and work with the teacher, (i.e. become internally motivated). It is also a more difficult domain to teach because it is based upon feelings, emotions and attitudes rather than something that is physical or factual.

This learning domain should also be addressed early in the course because the tutor is the role model for the group and we need to influence attitudes in a positive, constructive manner. By planning to deliver the heart learning domain to begin with students can be motivated and engaged in their learning. Other teaching methods can include case study work (written/verbal/video/pictures), simulations, role play etc.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

2.4 Summarise ways to establish ground rules with learners.

Tip – please delete on final submission: You can copy and paste your answer from unit A, part A of the teaching cycle, elements: 1.3 Explain ways to promote equality and value diversity. And 2.2 Explain how and why it is important to promote appropriate behaviour and respect for others.

Your answer under here. (Note that this space will naturally increase in size the more text that you add).

The remaining assessment criteria will be addressed through the planning, preparation and delivery of the assessed teaching session that each candidate will need to undertake. **(No need to answer these criteria, 3.1 to 5.2 now).**

See the next pages for what to do and the related forms.

Please do not answer the following assessment criteria. The evidence generated from the 'assessed teaching session' will answer these.

3.1 Devise an inclusive teaching and learning plan.

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

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

4.2 Communicate with learners in ways that meet their individual needs.

4.3 Provide constructive feedback to learners to meet their individual needs.

5.1 Review the effectiveness of own delivery of inclusive teaching and learning.

5.2 Identify areas for improvement in own delivery of inclusive teaching and learning.

Unit B Guidance – assessed micro-teaching session.

You must deliver a teaching session of between **20 and 25 minutes** and observe others delivering their own sessions. Focus clearly on the needs of your learners and how they will learn, rather than on what you want to say.

Evidence – see forms provided:

- 1) Lesson plan completed appropriately (for a 20 to 25 minutes session);
- 2) Deliver the planned teaching session, to be assessed, from the above lesson plan;**
- 3) Justification (explanation) of why you planned your lesson in the way that you did, to maximise learning for all participants;
- 4) Receive written feedback from your peers about your own teaching session (if micro-teaching undertaken), peer-evaluation;
- 5) Provide written feedback to your peers, on how you thought their sessions went, (if micro-teaching undertaken), peer-evaluation;
- 6) Receive written feedback from your tutor;
- 7) Provide written feedback on how you thought your own session went, (by completing the self-evaluation form). You will refer to the evidence from your peers, the tutor and perhaps the video (where provided). **Your reflection should include references to principles and professional values.**
- 8) Complete the learning journal to reflect on what you have learnt during this unit. I.e. lesson planning, preparing resources etc. and delivery your session to your learners as well as making your own practice at work even more effective.

2) LESSON/SESSION PLAN (This will also be sent to you separately)

Course / Programme of Study	Subject
Group	Session time & place
Date	Tutor
Aim/s: <i>By the end of the session the student will develop an understanding/appreciation of</i>	
Objectives: <i>Must BE SM (ART) – Specific and Measurable so that the outcome can be experienced physically, seen, heard felt - i.e. explain <u>HOW</u> each objective will be achieved and demonstrated – e.g. by review & discussion, completion of a test etc.).</i> By the end of the session the learner should be able to..... (Will be shortened versions of the ‘learner activities);	
Functional/skills for life Outcomes Relates only to the Functional skills for life curriculum performance criteria, especially; communications, numeracy and ICT.	Health & Safety Fire procedure confirmed

Time (approx) From minute 0 to end minute	Activities		Resources	Assessment of learning e.g. Q&A, discussion – formative & summative exercises
	Tutor	Learner (same as objectives)		
0		(Address all 4 learning styles and the 3 learning domains – especially the 'AFFECTIVE' - here, if appropriate)		

Differentiated Learning

Identify specific needs: <i>(e.g. for slower learners in this session)</i> 	Point in session 	Materials
Extension Work: <i>(e.g. for faster learners)</i>	Point in session	Materials

3) Review/justify **WHY** your planning in your **lesson plan** would help to promote an effective learning environment for all your learners, for the lesson that you delivered as part of this unit.

You need to justify your own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs.

(This is not a review of how your lesson went but your thoughts behind the design of your lesson plan, before delivering your teaching session, minute by minute perhaps).

E.g. ice-breaker / pair work used at the start, to address all four learning styles (Honey and Mumford) and especially the 'affective domain' (Bloom) and intrinsic motivation (Herzberg) – so that people have their 'hearts' in their work and are finding the session; relevant, interesting, engaging and challenging too perhaps. Differentiation considered, in terms of teaching/assessment methods and aids.

Questions 4 & 5) – Award in Education & Training

FORM 7

TEACHING PRACTICE DELIVERY PEER GROUP EVALUATION & FEEDBACK

Note – The tutor will provide copies of this form to all candidates.

Session date:	Delivered by:
Title of session:	Length of session:
Strengths. <i>Aspects that you thought worked well, such as; you found the session relevant (especially early on, via review of pictures, case studies, videos, etc.), generally andragogic (learner led), use of pair & team work to naturally address all four learning styles as well as the affective domain (heart) in Blooms learning domains, technical, resource pack, etc.:</i>	
Areas for development: <i>Aspects that you thought didn't quite work, such as; you didn't find the session relevant (early on especially), generally pedagogic (teacher led), your learning style/s as well as the affective domain (heart) in Blooms learning domains weren't addressed, technical, resource pack, 'less is more' etc.:</i>	
Action required to improve the same session for the future. <i>Suggestions for improvement. How could the list of items above be rectified? E.g. for early relevance; use of case studies – picture, video, verbal or written, early pair and team work to address all four learning styles as well as the affective domain (heart) in Blooms learning domains, resource pack – make it smaller and more concise or larger with more information for the reflectors and theorists, less content and more time to explore, discuss and internalise the topic etc.:</i>	

This feedback can remain confidential, or you may sign your name if you wish.

Name: Signature:

Question 7) - Award in Education & Training

MICRO-TEACH/TEACHING PRACTICE DELIVERY - SELF EVALUATION

Session date:	Delivered by:
Title of session:	Length of session:
Strengths:	
Areas for development:	
Action required to improve the same session for the future:	

Candidate to complete:

Name: Signature:

NEXT: See the page AFTER the TEACHING OBSERVATION REPORT and Ofsted criteria list for the unit B learning journal and complete it.

TEACHING OBSERVATION REPORT (& OFSTED CRITERIA)

Name of candidate:	Date:	
Title of session:	Group/Venue:	
Result: PASS / REFER	Length of session:	
A) Preparation - Did the educator:	Yes / No	Comments:
1. check the environment and resources beforehand?		
2. take into account any health & safety issues? E.g. by reviewing the fire procedure at start		
3. ensure there were enough resources for all participants? E.g. resource pack for each learner.		
4. assess learning needs beforehand (or at the start for one off sessions)?	Not assessed for microteaching	
5. have a scheme of work & lesson plan to show: aims/ SMART objectives/ learning outcomes and how to support learner's needs?	Scheme of work not assessed for microteaching	
6. provide/ identify differentiation strategies for slower AND faster learners, if appropriate during the session?		
B) Delivery - Did the educator:	Y/N	Comments:
1. deliver an introduction, main content and conclusion?		
2. establish and maintain a rapport with the group?		
3. demonstrate knowledge of their subject?		
4. take into account different learning styles by using a variety of teaching methods and teaching aids?		
5. promote and address equality, diversity and inclusion during the session? E.g. using andragogy, learner led.		
6. communicate appropriately & effectively?		
7. appear confident, professional and motivational?		
8. provide relevant, interesting, engaging and challenging activities (as appropriate)?		
9. integrate/ embed English, Maths and ICT to support learning goals and career ambitions?	Not assessed for microteaching	
C) Monitoring during the session - Did the educator:	Y/N	Comments:
1. ask questions and involve the group where appropriate?		
2. give positive feedback where relevant?		
3. summarise the session?		
4. allow learners to achieve the aims/ objectives/ learning outcomes?		
5. clear the area afterwards?		
6. complete relevant records?	Not assessed for microteaching	
7. identify opportunities for learners to feedback and empower them to know how to improve/ meet their aspirations?		
8. evaluate their session to analyse ways to make the learner experience even more effective?		<i>By interview & / or completion of the self-evaluation form</i>

D) Overall feedback:

Number of peer group evaluations handed in:
(Generally for the micro-teaching session only)

Marking tutor signature:Name: C. Peter Date:

SUMMARY

ASPECTS THAT WORKED WELL AND HOW LEARNING TOOK PLACE EFFECTIVELY:

Introduction, with:

(Continued over the page)

YOU MAY WISH TO CONSIDER THE FOLLOWING, WHEN AND WHERE APPROPRIATE TO YOUR OWN WORK SETTING:

(Continued over the page)

OFSTED Grade characteristics: Quality of teaching, learning and assessment (September 2015)

<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-from-september-2015>

Please note that the grade characteristics are for guidance only and should not be used as a literal checklist. **Teacher/trainers are NOT individually graded.**¹

Outstanding (1)

Learners are curious, interested and keen to learn. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and, where appropriate, use their experiences in the workplace to further develop their knowledge, skills and understanding.

Learners are eager to know how they can improve their work and develop their knowledge, understanding and skills. They capitalise on opportunities to use feedback to improve. Staff check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning.

Staff are determined that learners achieve well. They have excellent subject knowledge and motivate and engage learners who enjoy the work they complete. Staff have consistently high expectations of all learners' attitudes to learning and learners are set challenging targets to achieve.

Staff plan learning sessions and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. Staff identify and support any learner who is falling behind and enable almost all to catch up.

Staff gather a useful range of accurate assessment information and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are making substantial and sustained progress.

Staff set work that consolidates learning, deepens understanding and develops skills, and prepares learners very well for their next steps.

Where appropriate, parents and/or employers are provided with clear and timely information that details the extent of learners' progress in relation to the standards expected and what they need to do to improve.

Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience.

Staff promote, where appropriate, English, mathematics, ICT and employability skills exceptionally well and ensure that learners are well-equipped with the necessary skills to progress to their next steps.

Good (2)

Most learners enjoy their learning across the provision. Teaching challenges them and enables them to develop, consolidate and deepen their knowledge, understanding and skills well.

Most learners want to know how to improve their learning and act on feedback to help them to improve. Staff listen to, carefully observe and skilfully question learners during learning sessions. They reshape tasks and explanations and provide feedback to tackle misconceptions and build on learners' strengths. This has a positive impact

¹ There is further guidance on expressing proportions in words in the *Guide to Ofsted's house style* (080230), Ofsted, 2010; www.ofsted.gov.uk/resources/080230.

on learning. Staff give learners feedback that details what they need to do to improve; many learners act on this to make improvements. This consolidates and deepens learners' knowledge, understanding and skills and prepares them very well for their future. Staff assess learners' knowledge and understanding frequently to ensure that they are making at least the expected progress throughout their time with the provider, including the time spent at work or on work experience. Staff use this information well to plan activities in which learners undertake demanding work that helps them to make strong progress. They identify and support effectively those learners who start to fall behind. Staff set work that builds on previous learning, extends learners' knowledge and understanding and develops their skills to ensure that they are prepared for their future. Where appropriate, parents and/or employers are informed about learners' progress in relation to the standards expected. Staff promote equality of opportunity and diversity in teaching and learning. Staff develop, where appropriate, learners' English, mathematics, ICT and employability skills to prepare them for their future progression.
Requires improvement (3) Teaching, learning and assessment are not yet good.
Inadequate (4) The judgement on the quality of teaching, learning and assessment is likely to be inadequate where one or more of the following apply: Teaching and/or assessment is poorly planned. Weak assessment practice means that teaching fails to meet learners' needs. Learners or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. Learners are not developing English, mathematics, ICT or employability skills adequately to equip them for their future progression. Staff do not promote equality of opportunity or understanding of diversity effectively and this disadvantages individuals or groups of learners. As a result of weak teaching, learning and assessment over time, learners or groups of learners make insufficient progress and are unsuccessful in attaining their learning goals and progressing to their planned next steps. Staff lack expertise and the ability to promote learning and learners do not see its relevance to their everyday lives and planned next steps.

Personal development, behaviour and welfare of learners

The CIF (Common Inspection Framework) sets out the main criteria for judging personal development, behaviour and welfare. **In making this judgement inspectors will consider, where relevant and appropriate:**

1. the extent to which learners take pride in their work, become self-confident and self-assured, and know that they have the potential to be a successful learner on their current and future learning programmes, including at work
2. the proportion of learners who benefit from purposeful work-related learning, including external work experience where appropriate to their learning programmes and/or their

future career plans, and how well they contribute to their workplace, including on work experience, as a valued member of the workforce

3. how well learners develop the personal, social and employability skills, including English, mathematics and ICT skills, required to achieve their core learning aims and appreciate the importance of these skills in the context of their progression and career aims
4. the extent to which learners achieve the specific units of their main vocational qualifications and relevant additional qualifications that enhance their learning and are likely to increase their future employability
5. the extent to which learners' standards of work are appropriate to their level of study and/or requirements of the relevant industries so that they can work effectively to realistically challenging academic or commercial deadlines
6. learners' use of the information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future careers
7. how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and how well they understand the risks posed by adults or young people who use the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults
8. how well learners know how to keep themselves fit and healthy, both physically and emotionally
9. the extent to which learners feel and are safe and have a good understanding of how they can raise concerns if they do not feel safe; the confidence that any concerns they may have are taken seriously and followed through appropriately
10. learners' understanding of their rights and responsibilities as a learner and, where relevant, as an employee, as citizens and consumers in the community; and how well they work cooperatively with others in all settings and promote good and productive working relationships with their peers, employees and employers
11. the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain
12. how well learners attend learning sessions and/or work regularly and punctually, including through participation in any distance learning activities, such as online learning and the use of virtual learning environments
13. whether learners comply with any guidelines for behaviour and conduct stipulated by providers or employers and manage their own feelings and behaviour at work and during learning sessions.

LEARNING JOURNAL – B

Question 8) Name of Candidate:	Unit: B Understanding and using inclusive teaching and learning approaches in education and training
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Candidate signature: Date:

NOTE – Please ensure that you address the following 3 aspects in your reflection of this unit:

1) The main points I have learnt from this unit are:

2) Practically, how I could develop/improve my delivery in my teaching/training/assessment role as a result of this unit:

3) How I will use the knowledge/theories I have gained from this unit to inform the practical changes listed above:

Unit C) (3 credits) Understanding **assessment** in education and training

The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.

Guidance

No word count is provided for this unit. Careful planning is recommended as a basis for concise evidence.

Evidence requirements

1. Provide a review of the role of educator/trainer in their assessment role. This role may be drawn from a part of the sector in which you work, or where you wish to work. I.e. a review of;

a) what you do now in your teaching role,

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.

Your answers must include clear explanations and description to address all of the assessment criteria for this unit. **Your answers must include clear evidence of relevant reading, important principles, and professional values.**

Answer the following questions (assessment criteria) to explain how your evidence for the will address each aspect:

START 1.1 Explain the purposes of types of assessment used in education and training.

Tip – please delete on final submission: Can you use and explain the formal terms;

Initial – pre start of the course or during the induction phase / Diagnostic – Carried out before/at the start and throughout the course to diagnose need.

Formative – Carried out continuous to form an opinion about someone's abilities.

Summative – At the completion of the course to assess the sum of knowledge, attitudes and skills.

These are all described in the day one course handbook and also the example answers provided on the pdf sent previously.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

1.2 Describe characteristics of different methods of assessment in education and training.

AND: 1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.

Tip – please delete on final submission: Can you review assessment methods that you (and perhaps any teacher could use, if you don't use many at the moment). The day three course handbook details these and (1.3) reviews the different advantages and disadvantages.

I.e. in 1.3 you need to describe the advantages and disadvantages of more key assessment methods, not just the ones that you use. Can you review assessment methods that you (and perhaps any teacher could use, if you don't

use many at the moment). The day three course handbook (attached), page 30, details these and reviews the different advantages and disadvantages.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

1.4 Explain how different assessment methods can be adapted to meet individual learner needs.

Tip – please delete on final submission: What other ways can an assessor assess the learner/candidate. E.g. candidates with dyslexia may not be able to read/write their answers, so a professional discussion that is recorded could be used instead. See the example answer for a fuller review of the many different aspects that the educator may need to consider when contemplating assessing their learners.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

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

Tip – please delete on final submission: Can you review how you can negotiate with the learner what, when and how their assessments will take place. This is often through the ILP (individual learning plan). The following website may help; <http://www.pearsonatbett.com/blog-item/individual-learning-plans/> This will allow some learners to be motivated by taking charge of their own learning by setting their own goals. Pragmatists especially will find this useful.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

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

Tip – please delete on final submission: Can you explain the role of self and peer assessment in detail, listing the advantages and disadvantages of both and also explaining how these strategies could be useful. The following site should assist, http://sydney.edu.au/education_social_work/groupwork/docs/SelfPeerAssessment.pdf

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

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

Tip – please delete on final submission: 'Others' can include; trainers, teachers, assessors, invigilators, work placement employers, witnesses, internal verifiers and quality assurance staff.

Sources of information can include; assessment criteria/marketing scheme, learning outcomes achieved, negotiation with the candidate of which aspects of the syllabus/standards to assessed through an ILP (individual learning plan - <http://archive.excellencegateway.org.uk/page.aspx?o=108289>), time and other constraints such as individual work only or exam conditions, cost, quality assurance procedures such as internal and external verification procedures.

The assessor/tutor may need to have carried out pre-course assessments or sign-posted people to dyslexia assessments and then provide appropriate opportunities for people to be able to complete the assessments in their own way. E.g. responding to exams verbally instead of in writing and have a 'reader', which may need to be booked in advance.

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

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

Tip – please delete on final submission: Have a look at the example answers. Feedback is an essential element within education and training. If it is carried out effectively, it can and should motivate learners to want to engage in further education and improve performance. For this to occur, feedback should be constructive, meaning specific, focused, and based on observations.

Giving feedback will identify strengths as well as areas for further improvement, and must form part of the learning experience.

Before you consider the most appropriate for of feedback to employ, you first need to consider the following:

a) The purpose of feedback

b) The value of feedback.

In 3.3, how can you feedback to your learners/candidates the result of your assessment of their; written work, physical performance, physical output, competence etc. in a supportive way that allows people to genuinely be motivated to move on and improve rather than to take offence and disengaged?

The affective domain (heart) is very much addressed here, (feeling good or bad), as is Herzberg intrinsic motivation where you want people to buy in to your support and then be intrinsically motivated to do their best for their own personal reasons rather than to please you and the awarding organisation.

Source: <http://www.jobs.ac.uk/careers-advice/working-in-higher-education/1828/teaching-skills-giving-constructive-feedback-and-assessment/> accessed 27th September 2016.

Your answers under here. (Note that this space will naturally increase in size the more text that you add):

4.1 Explain the need to keep records of assessment of learning. (Relates to: legal and professional requirements, quality assurance systems and procedures, internal and external verification/moderation).

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

Tip – please delete on final submission: Explain the need to keep records of assessment of learning. (Relates to; legal and professional requirements, quality assurance systems and procedures, internal and external verification/moderation).

Do you/will you use any national awarding organisation assessments, such as City and Guilds? Whether you do or not, can you review the possible quality assurance/internal and external verification systems and procedures such as reporting structures, standardisation meetings, sampling rates etc. (See the day three course handbook page 20).

Again this will cover legal and professional requirements, such as quality assurance (as detailed in 4.1), with the Data Protection Act 1998 <http://www.legislation.gov.uk/ukpga/1998/29/contents> providing an overarching framework for the security and maintenance of the information.

What are the legal and professional requirements in your own organisation (or the organisation that you may work in, in the future?

You could explore an actual college's assessment policy by 'Googling "college assessment policies"..

Your answer under here. (Note that this space will naturally increase in size the more text that you add):

LEARNING JOURNAL – Unit C

Name of Candidate:	Unit: C Understanding assessment in education and training
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Candidate signature: Date:

NOTE – Please ensure that you address the following 3 aspects in your reflection of this unit:

1) The main points I have learnt from this unit are:

2) Practically, how I could develop/improve my delivery in my teaching/training/assessment role as a result of this unit:

3) How I will use the knowledge/theories I have gained from this unit to inform the practical changes listed above:

CANDIDATE TRACKING SHEET

Portfolio completion/submission details

i.e. to track completion of all of the aspects (if you want to)

A		B		C

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- 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.
 - **Portfolio** – Ideally, if you could get the remainder of your work to the tutor **within two or three months (flexible) of the end of this course**, I would be grateful. However, you will have up to two years from the start of the programme 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 government and the awarding organisation). We will aim to advise you within the month after you have handed in your portfolio if you have been successful in formally passing the course – all your work will be subject to internal verification and on occasions, external verification by the awarding organisation.
 - Send your portfolio **recorded delivery for safety!** to;

'Andragogic Education', **PO BOX 453**, Margate. CT9 9BD (Tel: **0208 144 98 28**)
 - 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.