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# A Concise Guide to the Level 3 Award in Education & Training

LYNN MACHIN, DUNCAN HINDMARCH, SANDRA MURRAY, TINA RICHARDSON & FIONA HALL

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First published in 2016 by Critical Publishing Ltd

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British Library Cataloguing in Publication Data
A CIP record for this book is available from the British Library

ISBN: 978-1-910391-66-2

This book is also available in the following e-book formats:

MOBI ISBN: 978-1-910391-67-9
EPUB ISBN: 978-1-910391-68-6
Adobe e-book ISBN: 978-1-910391-69-3

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Text design by Greensplash Limited
Cover design by Out of House Ltd
Project Management by Out of House Publishing
Printed and bound in Great Britain by

Critical Publishing
152 Chester Road
Northwich
CW8 4AL
www.criticalpublishing.com

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# Acknowledgements

We would like to thank our families, friends and colleagues for the support that they have given us during the writing of this book.

We would also like to thank our publishers, Julia Morris and Di Page, for their friendliness, professionalism and ongoing support.

Thanks also to you for reading this book. We hope that you enjoy reading it and best wishes with your studies.

Lynn, Duncan, Sandra, Tina and Fiona, 2016.

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# Meet the authors

Lynn Machin is an award leader, senior lecturer and a supervisor for students undertaking doctoral studies within the School of Education at Staffordshire University. She has more than 25 years' experience of working within further and higher education. Many of these years have been spent designing and delivering Initial Teacher Training for trainees who work, or want to work, in the further education sector. Her current research interests are situated in the exploration of how students can develop their capacities to learn and grow as self-directed and autonomous learners. As well as having written and co-authored several books for teachers within further education including *A Complete Guide to the Level 5 Diploma in Education and Training* and *A Complete Guide to the Level 4 Certificate in Education and Training*, Lynn has also written several other books including *Supporting Primary Teaching and Learning* (aimed at teaching assistants).

Duncan Hindmarch is award leader for and senior lecturer within the School of Education at Staffordshire University. With a background in teaching English for Speakers of Other Languages (ESOL), he has over 17 years of teaching experience. Duncan is a Senior Fellow of the Higher Education Academy and has led development and implementation of ESOL, Initial Teacher Training and Education programmes. As well as having written and co-authored several books for teachers within further education including *A Complete Guide to the Level 5 Diploma in Education and Training* and *A Complete Guide to the Level 4 Certificate in Education and Training*, Duncan has also written several other books including *Supporting Primary Teaching and Learning*.

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**Sandra Murray** is a lecturer within the School of Education at Staffordshire University. Sandra, having taught for many years in a further education college, has a wide range of experience supporting and teaching teachers in the further education sector and has been teaching on Initial Teacher Education programmes since 2006. Her particular research interest is inspirational and outstanding teaching. She has written and co-authored several books for teachers within further education, including *A Complete Guide to the Level 5 Diploma in Education and Training* and *A Complete Guide to the Level 4 Certificate in Education and Training*.

**Tina Richardson** is an award leader and senior lecturer within the School of Education at Staffordshire University. Tina has taught in compulsory education, further education and higher education. For the last 15 years, she has been involved in teacher training for further education, in particular the subject specialist qualifications for teachers. Her particular research interest is the use of metacognitive reading strategies in the Functional Skills classroom. As well as teacher training books, including *A Complete Guide to the Level 5 Diploma in Education and Training* and *A Complete Guide to the Level 4 Certificate in Education and Training*, Tina has co-authored a book on using e-readers in the classroom.

**Fiona Hall** is an award leader for the BA in Education within the School of Education at Staffordshire University. She has more than 20 years' experience of working within primary, further and higher education. She has also been involved in teacher training in further education, undertaking teacher observations. Her current research interests are situated in the exploration of teaching assistant practice in schools. Fiona has co-authored *Supporting Primary Teaching and Learning*.

You will find more information about the authors and their research areas, as well as useful information about the further and higher education sectors, on their website: www.teachwriteresearch.com.

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# Preface

## ABOUT THIS BOOK AND WHAT EACH CHAPTER COVERS

Training to be a teacher within the further education (FE) and skills sector can be an exciting and transforming learning experience. Studying for a level 3 Award in Education and Training (AET) is part of that process of transformation. The intention of this book is to support you in your studies as you make this transition and as you work towards achieving your AET qualification. It does this through:

- coverage of all of the core units that are in the level 3 AET qualification;
- alignment of chapters to the standards underpinning the level 3 AET qualification;
- encouraging you to reflect upon your practice;
- providing case study scenarios and examples;
- indicating sources of information for further in-depth study;
- being research informed and written by teacher educators with trainee teachers' needs in mind.

The topics, questions and activities within each chapter of this book have been tailored to the demands of the AET qualification and are aligned to the standards framework that can be found on the Education Training Foundation (ETF) website. You will find a table at the beginning of the book that shows which standards each of the chapters covers. In addition to this, in this book there is a chapter that focuses on helping you to develop your study skills, including advice about reading critically, note-taking, presenting your work, referencing correctly and assignment writing.

Each chapter begins by providing a visual concept map of the topics to be covered as well as a list of the chapter's objectives. Points for reflection are followed by detailed text accompanied by questions and activities that will provide you with an opportunity to check your understanding and assess your learning. Case studies bring the text to life and show how the theory can be applied in practice. At the end of each chapter you will find a summary of the main ideas and suggestions for further reading. At the back of the book you will find a helpful glossary of acronyms and useful examples of key templates that are used by teachers who work in FE.

## What each chapter covers

The introduction and the chapters in this book cover the following topics.

### Introduction

This provides you with a succinct overview of how policy has influenced the development of the FE sector. In particular, it provides you with a backdrop to the implementation, purpose and requirements of the AET.

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## Chapter 1: Roles, responsibilities and relationships in education and training

This chapter focuses on your roles and responsibilities as a teacher. It introduces you to some of the legislation and regulations that you will need to be aware of as a teacher in the FE sector; for example, the Equality Act (2010).

## Chapter 2: Inclusive teaching and learning approaches

This chapter provides you with information about how to engage all learners in activities as well as how and why different approaches to teaching and learning should be utilised.

## Chapter 3: Facilitating learning and development for individuals

This chapter concentrates on the importance of tutorials, learning outside of the classroom and working in a classroom on individual activities.

## Chapter 4: Facilitating learning and development in groups

This chapter explores some of the concepts of learning in groups, ways of facilitating learning and managing behaviour when learners are working in groups. It also identifies a few of the theoretical frameworks that support this method of learning.

## Chapter 5: Assessment of learners and understanding principles and practices of assessment

This chapter outlines purposes, principles and practices of assessments. It develops understanding of the vital role assessment plays in informing learners, teachers, your institution and other relevant stakeholders of progress and future development needs.

## Chapter 6: The microteach

This chapter draws together information from the other chapters and gives you guidance about preparing lesson plans and activities, delivering a session, formatively assessing learning and managing behaviour in the classroom.

## Chapter 7: Essay writing

This chapter provides you with guidance about essay writing and developing your study skills. As well as the provision of practical examples it contains exercises that you can try out either on your own or with others in your group. This chapter also provides you with information about possible progression routes.

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# Chapter links to the Education Training Foundation professional standards

*Table 1 Chapter links to the ETF Professional Standards*

| STANDARDS* | | CHAPTER |
|---|---|---|
| **Professional values and attributes**<br>*Develop your own judgement of what works and does not work in your teaching and training* | | |
| 1. | Reflect on what works best in your teaching and learning to meet the diverse needs of learners | Chapters 1, 4, 6 |
| 2. | Evaluate and challenge your practice, values and beliefs | Chapters 1,6 |
| 3. | Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge | Chapters 1, 2, 6 |
| 4. | Be creative and innovative in selecting and adapting strategies to help learners to learn | Chapters 1, 2, 3, 4, 6 |
| 5. | Value and promote social and cultural diversity, equality of opportunity and inclusion | Chapters 1, 2, 4 |
| 6. | Build positive and collaborative relationships with colleagues and learners | Chapter 1 |
| **Professional knowledge and understanding**<br>*Develop deep and critically informed knowledge and understanding in theory and practice* | | |
| 7. | Maintain and update knowledge of your subject and/or vocational area | Chapter 7 |
| 8. | Maintain and update your knowledge of educational research to develop evidence-based practice | Chapter 7 |
| 9. | Apply theoretical understanding of effective practice in teaching, learning and assessment, drawing on research and other evidence | Chapter 5 |
| 10. | Evaluate your practice with others and assess its impact on learning | Chapter 6 |
| 11. | Manage and promote positive learner behaviour | Chapters 1, 2, 4 |
| 12. | Understand the teaching and professional role and your responsibilities | Chapter 1 |

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*Table 1* (*cont.*)

| **STANDARDS*** | | **CHAPTER** |
|---|---|---|
| **Professional skills**<br>*Develop your expertise and skills to ensure the best outcomes for learners* | | |
| 13. | Motivate and inspire learners to promote achievement and develop their skills to enable progression | Chapters 2, 3, 4 |
| 14. | Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment | Chapter 1, 3, 4, 6 |
| 15. | Promote the benefits of technology and support learners in its use | Chapter 5 |
| 16. | Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning | Chapters 2, 7 |
| 17. | Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge | Chapters 4, 5 |
| 18. | Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement | Chapters 5, 6 |
| 19. | Maintain and update your teaching and training expertise and vocational skills through collaboration with employers | Chapter 1 |
| 20. | Contribute to organisational development and quality improvement through collaboration with others | Chapter 1 |

* Taken from the ETF (2014) standards.

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# Appendix 1: Mapping the level 3 AET qualification with the LSIS units

In order to be awarded an AET qualification you need to achieve:

- 12 credits: this is the total credit value of the AET qualification.

These credits are made up of:

- 3 credits from the mandatory units in Group A;
- 9 credits from the optional units in Group B and Group C.

Some of the optional units require you to be teaching and for you to be observed in practice.

| **Unit title** | **Practice and observation requirement** | **Credits** | **Notes** |
|---|---|---|---|
| Mandatory Group A | | | |
| Understanding roles, responsibilities and | No | 3 | This will allow trainee teachers to start on programmes and pass a unit without a practical teaching element |
| Optional Group B | | | |
| Understanding and using inclusive teaching and learning approaches in education and training (Education and Training unit) | Yes | 6 | For this optional unit there is a requirement to undertake micro-teaching for assessment purposes |
| Facilitate learning and development for<br>individuals<br>(Learning and Development unit) | Yes | 6 | This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment |
| Facilitate learning and development in groups (Learning and Development unit) | Yes | 6 | This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment |
| Optional Group C | | | |
| Understanding assessment in education and training<br>(Education and Training unit) | No | 3 | This will allow trainee teachers to start on programmes and pass a unit without a practical teaching element |

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| Unit title | Practice and observation requirement | Credits | Notes |
|---|---|---|---|
| Understanding the principles and practice of assessment<br><br>(Learning and Development unit) | No | 3 | This will allow trainee teachers to start on programmes and pass a unit without a practical teaching element |

Learning Skills Improvement Services (2013, p 26) *Qualifications Guidance for Awarding Organisation: Level Three Award in Education and Training* (QCF).

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# Appendix 2: List of useful acronyms

| Acronym | Full title |
|---|---|
| AO | Awarding organisation |
| ATL | Association of Teachers and Lecturers |
| BIS | Business, Innovation and Skills |
| CET | Certificate in Education and Training |
| CPD | Continuing Professional Development |
| CRB | Criminal Records Bureau |
| DBS | Disclosure and Barring Service |
| DET | Diploma in Education and Training |
| DfE | The Department for Education |
| DSL | Designated Safeguarding Lead |
| EHRC | Equality and Human Rights Commission |
| ETF | Education and Training Foundation |
| FE | Further Education |
| FELTAG | Further Education Learning Technology Action Group |
| HE | Higher Education |
| ICO | Information Commissioner's Office |
| ICT | Information and communication technology |
| IfL | Institute for Learning |
| ILP | Individual learning plan |
| ISA | Independent Safeguarding Authority |
| IT | Information technology |
| ITE | Initial Teacher Education |
| ITT | Initial Teacher Training |
| LLS | Lifelong learning sector |

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| | |
|---|---|
| LSIS | Learning Skills Improvement Services |
| Ofqual | The Office for Qualifications and Examinations Regulation |
| Ofsted | Office for Standards in Education |
| PBL | Problem-based learning |
| PCET | Post-compulsory Education and Training |
| PGCE | Postgraduate Certificate in Education |
| QTLS | Qualified Teacher Learning and Skills |
| RQF | Regulated Qualifications Framework |
| SEND | Special Educational Needs and Disabilities |
| SET | The Society for Education and Training |
| SMART | Specific, measurable, attainable, relevant, time-bound |
| SoW | Scheme of work |
| Spoc | Single Point of Contact for Prevent |
| TES | Times Educational Supplement |
| TEL | Technology enhanced learning |
| UCU | University and College Union |
| VAK | Visual, auditory, kinaesthetic |
| VARK | Visual, auditory, read/write, kinaesthetic |
| VLE | Virtual learning environment |

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# Appendix 3: Teaching and learning plan template

| Teaching and learning plan | | | | |
|---|---|---|---|---|
| **Teacher:** | | **Number of learners:** | **Date:** | **Time:** |
| **Resources:** | | | | |
| **Lesson aim:** | | **Objectives:** | | |
| **Equality and diversity / inclusivity:** | | | | |
| | | | | |
| **Time** | **Teacher activity** | **Learner activity** | **Assessment** | **Resources** |
| | | | | |
| | | | | |

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