

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

Unit Level: Three

Unit Credit Value: 3

GLH: 12

AIM Awards Unit Code: GB1/3/EA/029

Unique Reference Number: H/505/0053

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the teaching role and responsibilities in education and training	1.1. Explain the teaching role and responsibilities in education and training 1.2. Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.3. Explain ways to promote equality and value diversity 1.4. Explain why it is important to identify and meet individual learner needs
2. Understand ways to maintain a safe and supportive learning environment	2.1. Explain ways to maintain a safe and supportive learning environment 2.2. Explain why it is important to promote appropriate behaviour and respect for others
3. Understand the relationships between teachers and other professionals in education and training	3.1. Explain how the teaching role involves working with other professionals 3.2. Explain the boundaries between the teaching role and other professional roles 3.3. Describe points of referral to meet the individual needs of learners

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ASSESSMENT INFORMATION

Specific Requirements for Assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

This unit would normally be assessed through completion of the AIM Awards Level 3 Award in Education and Training Portfolio. Centre-devised assessment tasks are permitted, provided they are approved by the Internal Verifier before commencement of delivery. See page 14 of the qualification specification for more information.

Unit Summary

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

Assessment Requirements/Recommendations

- The units of assessment for the Award were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training.
- Each assessment criterion needs to be evidenced once only at the appropriate level, although it is envisaged that some will be evidenced many times over the course.
- The recommended assessment for this unit is the AIM Awards Level 3 Award in Education and Training Portfolio. Below is the mapping of the AIM Awards Level 3 Award in Education and Training Portfolio tasks against the unit assessment criteria:

1.1	A2a	2.1	A2b	3.1	A2c
1.2	A2a	2.2	A2b	3.2	A2c
1.3	A2a			3.3	A2c
1.4	A2a				

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Indicative Content

- Education and training contexts, e.g. FECs, community based provision, work-based learning;
- Introduction to national policy issues in education and training
- Policies relevant to the development, care and safety of young people and vulnerable adults, e.g., the Children's agenda, *Every Child Matters*, safeguarding
- Teacher responsibilities in relation to equality and diversity
- The role of the teacher, tutor or trainer in education and training
- Understanding the teacher's role in identifying and meeting learners' needs; e.g., identifying English and Maths course requirements, embedding English and Maths into programmes of study
- The range and roles of professionals involved in teaching, supporting and referral of learners
- Maintaining professional relationships and working within professional boundaries
- Managing a safe and supportive learning environment to promote and encourage individual and group learning

Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit.
- See qualification specification for the requirements for those delivering units and/or observing and assessing practice.

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Owner:	Learning and Skills Improvement Service (LSIS)
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	13.1 Teaching and Lecturing
Unit Review Date (dd/mm/yyyy)	31/05/2017
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	N/A
Equivalences	N/A