

# Guidancenotes assignment

[Education](#)



Awarding Organization guidelines for delivering and assessing your subject  
Copyright Designs and Patents Act (1988) Criminal Records Bureau (CRAB)  
clearance Data Protection Act (2003) equality Act (2010) Health and Safety  
at Work, etc. Act (1974) Inspection requirements (Offset, etc. ) Institute for  
Learning (elf) Code of Professional Practice (2008) Organizational guidelines  
such as dress and timekeeping Organizational policies and procedures such  
as appeals, complaints and risk assessments Safeguarding Vulnerable  
Groups Act (2006) The Further Education Teachers' Qualifications (England)  
Regulations (2007) (SETS/ATLAS status)

You could also list specific requirements which are relevant to your subject.  
For example, the Control of Substances Hazardous to Health (COACH)  
Regulations (2002) if you work with hazardous materials, the Display Screen  
Regulations (1992) if you work with computers, or Food Hygiene Regulations  
(2006) if you work in catering. There might be requirements relevant to  
external bodies such as a Sector Skills Council (SC). CSS are responsible for  
creating the standards which are used as a basis for qualifications.

At level 4, you could also give details of where the information relating to the  
above can be accessed, for example, our organization's intranet, websites or  
a library, etc. You should also use quotes from relevant text books or  
organizational policies to support your response, for instance, those relating  
to codes of practice such as disciplinary, conduct, dress and timekeeping,  
etc. For each of the legislative requirements/ codes of practice you should  
discuss the main impact on your teaching and why they are important.

Also, you need to mention what actions or activities you would do in order to abide by these requirements. An example is summarized below, you will need to research and summarize the key aspects of the others you have referred to in your previous response. The Health and Safety at Work, etc. Act (1974): This addresses the health and safety of employers and employees within the working environment and outlines the legal responsibilities of individuals for health and safety issues.

It may be necessary to carry out certain risk assessments, for example, before a cookery session it may be necessary for me as a trainer, to assess any specific needs of the learners in relation to the environment where the teaching will take place, taking into consideration possible dangers such as sharp knives and hot ovens. At level 4, you will need to go into greater detail. You could perhaps research your organization's Health and Safety policies and procedures and explain what you would do if a situation occurred with a learner.

You could also state who is responsible for health and safety, and find out what was amended when the policy was last reviewed. Include at least 3 references in your answer, which are relevant to the point you are making or which back up your own point of view. Most of the guidance notes have been taken from the book ' Passing PETALS Assessments - 2nd Edition' by Ann Gravels published by Sage & Learning Matters, 2012. Q. 2) THE TEACHER'S ROLES For each stage of the teaching cycle, describe your role and your responsibilities towards your learners and discuss why these are relevant / important.

Your response could explain that primarily your role is to help your learners achieve their chosen programme. This will be by using various teaching and learning approaches and taking individual needs into account. You could explain that one of your roles is to identify learner needs which include: arranging suitable initial assessments carrying out interviews identifying any barriers or challenges to learning identifying any particular learner, self and organizational needs You could then explain your other roles.

At level 4, you will need to evaluate the roles you have stated in more detail. This could be by identifying the advantages and limitations of what you consider your role will involve. For example, arranging suitable initial assessments - an advantage would be to ascertain the current skills and knowledge of learners to agree a suitable learning plan. A limitation would be if the initial assessment was carried out too late, the learner could be working towards an unsuitable programme or level.

You could also refer to theorists within your response such as Flemings (2005) Learning Styles or Kolb's (1984) Experiential Learning Cycle, and evaluate how these would impact upon your role as a teacher. Learners develop skills, knowledge and attitudes in different ways; therefore you could evaluate how this would occur in your particular subject area. **THE TEACHER'S RESPONSIBILITIES** Your response could be linked to the roles which you identified previously.

For example, your responsibilities for carrying out interviews could include: planning a suitable date and time conveying this to all concerned booking an appropriate room having all necessary documentation ready liaising with

others as necessary maintaining records Your response could then explain how you would carry out each of the aspects you have listed. At level 4, you will need to evaluate how your stated responsibilities impact upon your role and your learners. For example, what would happen if you didn't carry out your responsibilities adequately?

You could also refer to codes of practice which you should follow such as the Institute for Learning's (IfL) Code of Professional Practice (2008) which covers the following areas: C] professional integrity respect reasonable care professional practice criminal offence disclosure responsibility during Institute investigations responsibility IDENTIFYING LEARNER'S NEEDS Your response could state the roles and responsibilities you have which enable you to identify the needs of your learners. For example, your role would be to arrange for suitable initial assessments to take place.

Your responsibility would be to ensure they are carried out at a suitable time and place and that the results are used effectively. Learner needs can be ascertained prior to commencement, as part of the initial assessment process, during discussions at the interview stage, or tutorials part way through the programme. Some examples of the needs of learners might include: C] dyslexia 0 English as a second language C] financial, health and personal problems physical or mental disabilities C] study skills concerns If you are not an expert with any of these you should refer to your learners an appropriate specialist.

You might also encounter learners who have achieved part of the qualification elsewhere and who therefore will not need to repeat some

aspects of the programmer. You could state how you would deal with this, for example, they could still attend the programmer, but not be reassessed for the aspects they have already achieved elsewhere. At level 4, you could review the different methods which can be used to identify learner needs, for example, a paper-based questionnaire versus an online questionnaire.

You could also review the systems used at your organization and state how effective they are, or what changes you would recommend and why.

**MEETING LEARNER'S NEEDS** Your response could explain how you can meet the needs you have identified in your previous response. Needs may include supporting a learner who has dyslexia, for example by photocopying handouts onto different colored paper (Wilson, 2008: 238). You can also signpost learners to other programmer, for example, literacy and innumeracy, or if applicable you could make adjustments to the learning environment.

Addressing learner needs can also be met by identifying their learning styles. If learners have access to the internet, a quick and easy questionnaire can be completed at [www. Bark-learn. Com](http://www.bark-learn.com) to ascertain whether they are visual, aural, read/write or kinesthesia (BARK). This can be completed prior to or during the beginning of a programmer. The results of these will help plan for effective learning to take place. For example, if the group are mainly kinesthesia it would be inappropriate to use theoretical materials for most of the time.

There are other needs a learner may have which you might have experienced and could explain. At level 4, you could respond in more detail,

reviewing the needs you have identified and referring to relevant texts. For example, if you are reviewing how learners' basic needs must be met for learning to be effective, you could discuss relevant theorists such as Maslow's Hierarchy of Needs (1962) as stated in Erect and Walker (2007: 77): The physical (comfort requirements) can be met by providing adequate breaks, ensuring comfort, arranging seats according to needs and being alert to heating and ventilation requirements.

You could then review how you would ensure this would happen within the learning environment. You could discuss other theorists such as Herzberg (1991) as stated in Gravels and Simpson (2010): Motivation needs include factors which allow for achievement, responsibility, recognition, advancement and challenge. Herzberg suggests that these factors are the ones which encourage people to strive to do well, and motivate them to do their best. Comparing these two theorists would demonstrate your understanding of them.

If you have mentioned learning styles in your previous response, you could compare and contrast Fleming's (2005) visual, aural, read/write and kinesthesia with Honey and Mumford's (1992) activist, pragmatist, theorist and reflector as in Gravels (2012). You could also review the advantages and disadvantages of electronic versus paper-based questionnaires. Include at least 3 references in your answer, which are relevant to the point you are making or which back up your own point of view. Q. ) BOUNDARIES AS A TEACHER broken or faulty equipment deadlines and targets demands from managers funding constraints lack of own specialist knowledge or skills lack of resources personal issues and professional concerns unmotivated or

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reluctant learners BOUNDARIES BETWEEN THE TEACHING ROLE AND OTHER PROFESSIONAL ROLES Your response could explain how the boundaries you have listed previously impact upon your teaching role and the other professional roles you hold. For example, demands from managers could include the pressure to complete certain administration requirements, which you might not consider a priority.

The impact could be that they were not completed in time and your manager was unable to finish a report, or you did complete them in time but to the detriment of your other teaching roles. Often, teachers carry out a lot of their role in their own time, such as preparation and marking to ensure their session runs smoothly. Boundaries are all about knowing your own limits and knowing what your professional role involves, for example, you might telephone a learner if they have been absent but making several calls would be inappropriate.

You should remain professional at all times and not get personally involved, for example, not joining learners' social networking sites if asked. You should avoid touching learners inappropriately or giving extra support to some learners and not others. You need to remain in control, be fair and ethical with all your learners and don't demonstrate any favoritism towards particular learners. At level 4, you will need to analyse the boundaries you listed previously and state what you would or would not do in specific circumstances. You need to know what your teaching role involves and not overstep your responsibilities.



For example, if you had a learner who was experiencing financial problems you would advise them to seek specialist help. You would not discuss their income and expenditure with them or advise them to take out a loan as this is not part of your teaching or professional role. Some organizations have specialist staff who are able to advise and support learners with a wide variety of welfare issues. You could analyse the impact that attending meetings has upon your role. For example, it could be time consuming, it might be on a day or time you are not normally working but are expected to attend.

There might be several negative aspects to attending, but the positive aspects might outweigh these, for example, the knowledge you can gain and/or the people you can network with. Always remember you are representing your department or organization at any meetings, and must act professionally at all times. You could also discuss quotes from relevant texts, for example, Professionalism requires us to maintain appropriate standards and fulfill our responsibilities to learners, institutions and colleagues (Francis and Gould, 2009: 10).

You could explore how this is achieved, and relate your response to the behavior aspects of the Institute for Learning's (elf) Code of Professional Practice (2008). POTENTIAL NEEDS OF LEARNERS  
fear of information technology  
insufficient literacy skills  
lack of confidence  
language barriers  
transport problems  
At level 4, you could give an example of a situation with a learner for each of the needs you have listed, stating why it might occur. For example, a learner might have insufficient literacy skills because it was not identified through initial assessment.

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The situation therefore did not come to your attention until the earner submitted their first assignment. POINTS OF REFERRAL Your response could describe how the potential needs of learners you have listed previously can be addressed. For example, if a learner has transport problems you could find out why this was before referring them elsewhere. It could be that the bus times are not suitable for the learner to arrive on time and you are aware of a different bus they could take. If this was not the case, you could advise them to ask if any other learners are able to give them a lift.

However, this might not be appropriate in certain situations. Alternatively, you could advise your learner to find out whether any different transport is available, along with the times and costs. This would be by directing them to an appropriate company or website, not by doing it for them. If your learner is unable to attend some sessions, or is late due to transport problems then this will impact upon their learning. You could make a list of the names of people, agencies, organizations, websites, etc. Ho you could refer your learner to when a situation arises. If you are currently teaching, you could find out if this information is already available and ampere it to your own list. Examples could include: names of staff within your organization with telephone extension numbers external agencies such as abuse, alcohol, bereavement support, debt, drug, Samaritan, etc. Along with telephone numbers or website addresses addresses and telephone numbers of health centers, transport companies, financial institutions, government agencies, etc.

At level 4 you will need to review the points of referral, for example, how effective a certain agency might be and what they can do to help your  
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learners. If you are currently teaching, you could produce a case study of how you have offered a particular (anonymous) learner to another person or agency, how effective this was, what the outcome was, along with the impact upon the learner. OWN RESPONSIBILITIES IN RELATION TO OTHER PROFESSIONALS Your response could break down your responsibilities into individual, team and organizational.

For example, an individual responsibility towards other teachers would be to leave the teaching environment in a clean, tidy and secure manner. A team responsibility would be to work together, perhaps creating resources which could be shared. An organizational responsibility would be to ensure your administrative work was up to date, for example, records such as the register. This should all be carried out and communicated in a professional manner. At level 4, you could give examples of other professionals internal to the organization such as administration staff, caretakers, librarians, receptionists, support workers and technicians.

You could state what your responsibility is to them, for example, if you need a handout photocopying by the administrative staff you might need to submit it by a certain time and justify why you need it. Some organizations might encourage electronic handouts rather than hard copies due to environmental or sustainability policies. You could also elaborate upon your role with other professionals external to your organization, for example, employers, inspectors, parents, guardians and visitors.

You could elaborate on how you should represent yourself in a professional manner when dealing with other professionals. No matter what personal

opinions or issues you might have, these should not impede upon your professional role. Include at least 3 references in your answer, which are relevant to the point you are making or which back up your own point of view. Q. ) A SAFE & SUPPORTIVE LEARNING ENVIRONMENT Your response could state that all aspects of the learning environment i. E. Physical, social and learning should be appropriate, accessible and safe for the subject you will teach.

Informing your learners how you and the organization will ensure their safety towards each aspect would help make them feel more comfortable. Learners need to know they are safe when they are with you and not in any danger. For example, resources should not cause harm, desks should be in an appropriate layout, heating, lighting and ventilation should be adequate (physical). Safe also relates to learners feeling safe to express their opinions without being ridiculed. Learners should also know that you, their peers and others if necessary, will make their time in the learning environment supportive and productive (social).

Supportive also relates to giving appropriate advice and/ or referring your learners to others if you can't help them with something. Your session should have a clear aim and convey how your learners will be supported towards achievement (learning). You should also demonstrate inclusion and challenge any inappropriate or anti-social behavior. Ensuring your learners can even have a break (if applicable), and have access to refreshment areas and toilets will help them feel comfortable in the learning environment. At level 4, you could relate your response to quotes from text books.

For example, learners need to feel safe and valued before they can fulfill their potential for learning (Wallace, 2011: 96). You could then explain what you consider a safe environment to be, and how you will help learners fulfill their potential to learn. If you are currently teaching, you could find out what the policies are at your organization and explain how these will ensure your learners are safe and supported. MAINTAINING A SUPPORTIVE LEARNING ENVIRONMENT Your response could explain how the physical, social and learning aspects can impact upon each other, giving examples.

If the room you are in is too cold, learners might not be able to concentrate, how could you overcome this? If desks are in rows, learners might not be able to communicate well. COULD you safely rearrange the tables to alleviate this? If you are currently teaching, you should have a job description which will outline your responsibilities. Whilst it is your responsibility to ensure the environment is safe and supportive, you might not be able to control some aspects such as lighting, ventilation, etc.

However, what you can do is ensure your session is interesting, meaningful and engaging to your learners. You would need to take into account your organization's Health and Safety policy and not do anything outside of your own responsibility, such as moving heavy equipment or asking your learners to work with hazardous materials. Some resources, particularly electrical ones, require regular maintenance checks and testing. If you see a label on a resource which shows it hasn't been checked for a long time, you will need to liaise with the relevant response to ensure it is checked.

Creating a supportive learning environment will include agreeing ground rules, planning your sessions to be inclusive, motivating your learners, encouraging your learners to become actively involved and giving regular feedback. You could also encourage peer support through the buddy approach. This enables learners to pair up with someone in the group they feel comfortable with; they can then keep in touch with them outside of your sessions. Your responsibilities might include undertaking a Criminal Records Bureau (CRAB) check to confirm you do not have a criminal record, although your organization might arrange this.

You might also have to attend relevant training such as Safeguarding, and Equality and Diversity. If you are registered with the Institute for Learning (IFL) you will need to abide by their Code of Professional Practice (2008), which has reasonable care as one of the seven teaching behaviors. Keeping records such as a register will prove useful should there be a need to evacuate the building. You should also be aware of the accident, fire and emergency procedures within your organization. The Health and Safety at Work, etc. Act (1974) makes it your responsibility to report a hazard if you see it.

There are many issues you might come across where you will need to liaise with others; you could therefore create a list of helpful people you could contact, with their details. At Level 4, you could explain how you WOULD establish and maintain a safe and supportive learning environment.

Establishing a safe environment can include checking the environment you will be in, and carrying out any necessary risk assessments. You might notice some resources are not working and will therefore need to report them to be

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fixed, or a window that is stuck in a closed position but will need to be opened to let in fresh air.

Maintaining a safe environment involves being aware of any potential issues and dealing with them as soon as possible. You could also research and explain the reasonable core behavior of the Fill Code of Professional Practice (2008). Establishing a supportive environment can include identifying any particular learner needs or concerns to help you address them. Initial and diagnostic assessments could be used before learners commence to ascertain this information. Using appropriate and varied teaching approaches can help include all learners, for example, by using a variety of activities to address all learning Tyler.