

# Level 3 Award in Education and Training

## Course plan

This plan shows the structure of the course and gives an outline of the contents.

### Section 1 – Roles, responsibilities and relationships

This section is divided into the following topics:

- Topic 1 The process of teaching and learning**
- Topic 2 Boundaries of the professional role
- Topic 3 Promoting inclusion
- Topic 4 Identifying the needs of learners
- Topic 5 Legal responsibilities and record keeping

### Section 2 - Assessment in education and training

This section is divided into the following topics:

- Topic 1 What is assessment?
- Topic 2 Types of assessment
- Topic 3 Methods of assessment and record keeping
- Topic 4 Assessment criteria and giving feedback

### Section 3 - Inclusive teaching and learning

This section is divided into the following topics:

- Topic 1 Overcoming barriers to learning
- Topic 2 Learning styles

Topic 3 Embedding functional skills

Topic 4 Creating an inclusive and motivating environment

Topic 5 Selecting teaching methods and resources

## Section 4 - Planning and preparation

This section is divided into the following topics:

Topic 1 Planning

Topic 2 Preparing for the micro-teach

Sample of the Level 3 Award in  
Education and Training

## Topic 1

# The process of teaching and learning

## Introduction

A good way to start thinking about approaches to teaching and developing teaching skills is to consider learning from the learner's point of view. This topic will help you develop your understanding of what it is to be a learner. You'll think about your own experiences as a learner, what motivates adults to learn and the ways in which adults learn. Then you'll go on to consider the role of the teacher.

## Learning outcomes

By the end of this topic you will be able to:

- explain the role of the teacher
- identify the key responsibilities of the teacher
- describe some motivators for adult learners

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## Activity 1

(Allow 30 minutes)

What makes a good teacher? Think about your own experiences as a learner, and note down any examples of good teaching and poor teaching as they occur to you under these headings:

Examples of good practice:

Examples of poor practice:

You may also like to look at some other examples of good teaching that have inspired well-known people to achieve success. If you can, search online for 'My best teacher' in the *Times Educational Supplement*. Make a note of the common issues that crop up and see how far they fit those you've listed.

You will find feedback at the end of this section.

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## Why do adults want to learn?

Your ideas in Activity 1 give us a start in considering what kinds of things we look for in good teaching and what to avoid. Now let's consider the motivation of our learners.

Here are some statements about adult learning.

Adult learners ...

- want to have a say in what to learn
- bring more experience to apply to their learning
- choose what to study and when to study
- learn better by doing than by listening
- have learned to cope with life (although their commitments often interfere with their learning)
- are there because they want to be

See how far you agree with them in the next activity.

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### Activity 2

(Allow 30 minutes)

If you have experience of teaching think about the learners you have encountered in your classes. Why are they there?

If you're not teaching, think about a learning situation that you've taken part in, for example, a recreational evening class. Why did you enrol on the course? What did you hope to get from the experience?

Use a chart like the following one to think through and make notes on your experience of learners' motivation.

<b>Who are your learners?</b>	
<b>Learner profile</b>	<b>Notes</b>
What are their characteristics (e.g. age, gender, personality type)	
Why did they enrol? What are their expectations?	
What is their previous academic experience? What level of skills/qualifications might they have?	
What factors might get in the way of learners achieving their learning goals?	
What might they do as a result of completing the course?	

You will find feedback at the end of this section.

Adults are often highly motivated to learn new things. It's usually a free choice that they make in enrolling on a programme of learning. Adults also have considerable life experience that plays a key part in their attitude to learning and how they like to go about it.

Such characteristics are likely to have implications for your teaching.

## Taking responsibility for learning

Let's now look at the learner's role in the learning process. Clearly, the learner is not a passive participant to be trained and developed by an employer or teacher at will. But it is useful to think about how much responsibility learners can have for their own learning.

There is a fundamental difference between 'teacher-centred' and 'learner-centred' learning. The teacher-centred approach places the emphasis on the teacher and implies that the learner is merely a recipient in the process. The learner-centred approach, on the other hand, places the learner centre stage and doesn't necessarily imply any role for the teacher at all.

It's important to remember that teachers aren't essential for learning. Learning can, and does, take place all the time without the intervention of teachers. This doesn't mean that there is no need for teachers. Teachers can help learning to occur by creating conditions that help learners learn most effectively and efficiently. However, it's also possible to learn from other sources, such as your own experience or via feedback from others. One of the characteristics of effective teachers/trainers, for example, is that they have the ability to reflect on their experiences and learn from this to improve their performance.

### Activity 3

(Allow 20 minutes)

Complete this activity to help you think about the impact of formal teaching balanced with learning through experience (also known as experiential learning).

In the first column of a chart like the one on the following page, list three or four skills you have in different parts of your life, for example the ability to use a computer or play a computer game; cook favourite meals; drive a car or ride a bicycle; participate in a sport or interest.

For each one think about how you learned that skill.

- Were you taught formally with a teacher, whether at home or at school?
- Did you teach yourself by reading or using specific learning materials, e.g. a computer tutorial book?
- Did you learn through practice and experimentation?

Estimate the part or percentage that these different forms of learning played for you. For example, you may have had some formal teaching when learning to ride a bicycle but learned more by practising.

<b>Skill</b>	<b>Taught formally by a teacher</b>	<b>Taught myself through books</b>	<b>Learned by practice and experimentation</b>
e.g. cycling	25%		75%

You will find feedback at the end of this section.

There is no right or wrong answer to this activity, but it should emphasise that people can learn and do by themselves if they have the will.

What the activity doesn't show is the quality of the learning. Learning through experience can also be an effective way of learning how to do things badly. It doesn't guarantee best practice, and can be harmful because it can create habits of working that are very hard to break.

## Feedback to activities

### Activity 1

This is a personal response but you may have noted similar ideas to the following:

Good practice	Poor practice
Taking an interest in me Enthusiastic about the subject Wide range of teaching methods	Dictating notes Made to feel inadequate in front of the class More interested in results than classwork

### Activity 2

There are many reasons why adults enrol on courses. These include:

- wanting to gain a qualification
- pursuing a personal interest
- wanting to get out and meet people
- wanting to try something new to see if it might lead to a career change
- wanting to improve skills and confidence

### Activity 3

The response will be personal to you but this is a typical learner's response:

Activity	Taught formally, at home, at work or at school or college	Taught myself through reading or specific flexible materials (computer tutorials, etc.)	Learned through practice and experimentation
Use computer	5%	10%	85%
Cook	0%	20%	80%
Decorate	0%	5%	95%
Sport/interest	10%	15%	75%



## What next?

We hope this sample has helped you to decide whether this course is right for you.

If you have any further questions, please do not hesitate to contact us using the details below.

### **If you are ready to enrol, you have different options:**

- **enrol online** – for many courses you can enrol online through our website. Just choose your course, click ‘enrol now’ and then checkout
- **enrol by telephone** – just call our course advice team free on 0800 389 2839 and we can take your details over the telephone
- **pay in full** – you can pay in full with a credit or debit card
- **pay in instalments** – if spreading the cost would be useful, we can arrange that for you. Just call our course advice team to organise this.

## Contact us

There are many ways to get in touch if you have any more questions.

**Freephone:** 0800 389 2839

**Email us:** [info@nec.ac.uk](mailto:info@nec.ac.uk)

**Website:** [www.nec.ac.uk](http://www.nec.ac.uk)

You can also find us [Facebook](#), [Twitter](#) and [LinkedIn](#)