



Shiatsu College
Hastings



Certificate in Education and Training



Level 4 Course Manual 2021

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Introduction

Purpose of this document

This document outlines what you have to do to gain the Level 4 Certificate in Education and Training. It provides tasks and guidance to support you in creating a portfolio which covers all of the assessment criteria of the mandatory units of the qualification.

How to use this document

The document is to be used in conjunction with online resources, required reading, face to face or virtual tutorials. You will create a portfolio for external examination which will include evidence that all tasks and teaching practice requirements have been successfully accomplished. You should include as much supporting evidence as possible, presented in writing, audio and/or video.

Templates that can be used to evidence the completion of some of the practical learning outcomes are available as separate documents at www.shiatsucollegeonline.co.uk

These templates include:

1. Scheme of work
2. Session plan
3. Initial diagnostic assessment log
4. Individual Learning Plan
5. Observation record
6. Learner evaluation and feedback sheet
7. Guidance on self evaluation

The Shiatsu College emphasises the importance of self-development as an integral part of teacher training; reflective practice and continuing professional development in your specialist subject is expected.

What is a Certificate of Education and Training?

About the qualification

The Level 4 Certificate in Education and Training QCF qualification is the teaching qualification you now need to achieve if you wish to teach within the further education/lifelong learning sector.

The qualification will give you the necessary understanding of the roles and responsibilities of a teacher in relation to aspects such as: legislation, equality, diversity, inclusivity and meeting the needs of learners. You will be able to use initial and diagnostic assessments and plan and deliver inclusive teaching and learning. You will also be able to assess learning and use appropriate resources to support effective learning.

What can I do on completion of the course?

This is a Government recognised teaching qualification. You will be able to work in a number of roles at Colleges of further education, in hospitals and healthcare and commercial and industrial training and as members of technical and support staff. Should you wish, you will be able to progress onto the Level 5 Diploma in Education and Training, the Shiatsu College does not provide this qualification.

What is the credit value of the qualification?

The Certificate has a value of 36 credits.

You must achieve 21 credits from a mandatory group, and 15 credits (Level 5) from an Action Research project. Details of the Research project are given in a separate guide. The mandatory group of units are outlined below.

Unit Title	Level	Credit
Understanding roles, responsibilities and relationships in education and training	3	3
Planning to meet the needs of learners in education and training	4	3
Delivering education and training	4	6
Assessing learners in education and training	4	6
Using resources for education and training	4	3

Teaching Practice Requirement

How can I evidence my teaching practice?

There is a requirement for a minimum of 30 hours of practice for this qualification. You do not necessarily have to work with a group, one to one sessions with individuals are permissible, however an effective teaching practice experience should ideally include:

- Different teaching practice locations/settings/contexts
- Teaching across more than one level
- Teaching a variety of learners
- Teaching individuals and groups
- Experience of non-teaching roles

There must be a minimum of three teaching practice observations and these must be a minimum total of three hours. Any single observation must be a minimum of half an hour with observations spaced throughout the whole programme.

The three observations must be linked to the following mandatory units:

- Delivering education and training
- Assessing learners
- Using resources

Developing a Reflective Practice

You will be able to evidence some of the required learning outcomes in a reflective log. You will be asked to reflect on specific areas of teaching. in the tasks for your portfolio. Your Action Research pack and online support provide guidance on developing a reflective practice.

Unit 1

Understanding roles, responsibilities and relationships in education and training

Each of the following tasks references the relevant assessment criteria. The boxed guidance gives a minimum word count, clarifies expectations and provides links to helpful resources.

Task 1

What are your roles and responsibilities as a teacher?

Guidance: (Word Count min. 250)

Divide this up into 2 parts - roles and responsibilities. First, come up with ideas from your own experience then have a look at the required reading book, (A Complete Guide to the Level 4 Certificate in Education and Training)

Think about both the teaching and the administrative tasks involved and then explain your function as teacher as you see it. The key verb here is 'explain'.

Assessment criteria: Explain the teaching role and responsibilities in education and training.

Task 2

What are the key aspects of legislation, regulatory requirements and codes of practice that relate to your role as a teacher?

Guidance: (Word Count: 350 - 450)

You need to know which legislative requirements and codes of practice are relevant to your teaching. Some of these will be generic, relevant for all teachers, regardless of their subject or type of teaching –and some will be connected to your subject or to the organisation in which you work.

You also need to know what the difference is between a legislative requirement a regulatory requirement and a code of practice:

- Legislative requirement: A duty to act according to the law as defined in an Act of Parliament and usually enforceable through the courts.
- Code of Practice: A set of rules outlining how a person in a particular profession or situation is expected to behave.
- Statutory code of practice: A Code of Practice approved by Parliament and admissible as evidence in any legal action.

These are some examples of generic legislation and codes of practice you need to be aware of:

- Health and Safety at Work Act 1974.
- Race Relations (Amendment) Act 2000.
- Disability Discrimination Act 1995 and 2005 (DDA).
- Equality Act 2006.
- Data Protection Act 1998.

These are useful websites: Department of Education, Ofsted, Shiatsu Society (Code of Practice for Teachers)

Assessment criteria: **Summarise** key aspects of legislation, regulatory requirements, and codes of practice relating to own role and responsibilities.

Task 3

The terms “promote equality and value diversity” are often used in education and training. What do they mean to you? Explain ways in which you promote equality and value diversity in your teaching.

Guidance: (Word Count: 300 - 500)

You are asked to explain and not describe. (See definitions of key terms online)

Think about this from a practical point of view; how can you improve on your own practice in this area?

Write in your reflective log about your experiences.

Link to OfSTED’s good practice page.

<http://www.ofsted.gov.uk/resources/good-practice-resource-promoting-equality-and-diversity-city-lit>

Assessment criteria: Explain ways to promote equality and value diversity.

Task 4

Think about the individual learning needs that may present in your classes/teaching environments. Explain the importance of identifying and meeting individual learner needs.

Guidance: (Word Count: 300 - 500)

Record as many different learning needs that you can think of and explain the strategies you would implement to address them. Link this activity to the one above and think of practical issues arising from meeting individual needs.

Assessment criteria: Explain the importance of identifying and meeting individual learner needs.

Task 5

Explain how you maintain a “safe and supportive” learning environment.

Guidance: (Word Count: 350 - 450)

Think about what you do/ would you do in practice to keep the learning environment safe? Give examples.

Assessment criteria: Explain ways to maintain a safe and supportive learning environment.

Task 6

Why do you think it is important to promote appropriate behaviour and respect for others in your learning environment? Analyse strategies you use to do this.

Guidance: (Word Count: 200 - 300)

The required reading – A Complete Guide to the Level 4 Certificate in Education and Training, Chapter 2 will help here.

Assessment criteria: Explain the importance of promoting appropriate behaviour and respect for others.

Task 7

Explain how the teaching role involves working with other professionals.

Choose 3 professionals from the list below (or others of your choice) explain the boundaries that could exist between you as a teacher and your chosen professionals.

Guidance: (Word Count: 300 – 400)

This question asks you to explore the relationship between teachers and others in education and training.

Here are some examples but choose your own if you prefer:

- Your colleagues
- Line and senior managers
- Internal and external quality assurers
- OFsted Inspector
- Employers
- Social workers
- Learning assistants
- Administrators.

Describe points of referral and how you can meet the needs of your learners with these communications. If you have evidence of any communications with these or other professionals, please include it.

Assessment criteria: Explain how the teaching role involves working with other professionals.

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

Unit 2

Planning to meet the needs of learners in education and training

This section provides tasks that demonstrate you have met assessment criteria included in the second mandatory unit - Planning to meet the needs of learners in education and training.

Task 1

Create an individual learning plan based on an initial assessment, using the templates provided online (or create your own template). Did you and the learner find the exercise useful? Give your reasons.

Guidance: If you have used them, include more diagnostic assessments and individual learning plans. Your assessors need to see that you have used methods of initial and diagnostic assessment procedures, that you can record individual learning plans based on these and that you can analyse the role of these assessment documents in terms of agreeing individual learning goals (This could be through an observed discussion).

Assessment Criteria: Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals.

Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners.

Record learners' individual learning goals.

Task 2

Devise your own scheme of work, you can use the template provided which require a 4 week block of teaching sessions. Devise 2 related session plans and a feedback form for your learners.

Write an explanation of:

- **How your planning meets the needs of individual learners**
- **Ways in which plans can be adapted to meet the needs of individual learners**
- **Analyse how you can plan for the minimum core elements to be included and applied within your delivery**

Guidance: (Word Count: 500 - 600)

You will need to demonstrate that you can meet individual needs in your planning, so include differentiated learning resources AND evidence that you can evaluate your own practice so you should review the effectiveness of your planning in meeting the needs of learners. Identify any other opportunities that you provide for feedback. How can you best incorporate this feedback into future schemes/session plans/resources? Reflect on ways of improving your planning.

Notes and guidance on the Minimum Core are to be found online.

Assessment Criteria: Devise a scheme of work in accordance with internal and external requirements.

Design teaching and learning plans that meet the aims and individual needs of all learners and curriculum requirements.

Explain how own planning meets the individual needs of learners.

Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners.

Identify opportunities for learners to provide feedback to inform inclusive practice.

Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning.

Task 3

Use your reflective log to review your planning practice especially in respect of meeting the needs of individuals. Write a summary of your reflections.

Guidance: (Word Count: 250 - 300)

Make sure that you include the identification of areas for improvement and that you specify meeting the needs of individual learners.

Assessment Criteria: Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others.

Identify areas for improvement in own planning to meet the individual needs of learners.

Unit 3

Delivering education and training

This section provides tasks that demonstrate you have met assessment criteria included in the third mandatory unit - Delivering Education and Training.

Task 1

This unit is about your practical teaching experience. Collect all manner of evidence of 30 hours of teaching: Schemes of work, session plans, assessed observations (see section 3:1) feedback from learners, videos and peer observations. Your own evaluations are also important, you can include any evaluations of your class presentations. Also include, in your reflective logs, your analysis of the effectiveness of different approaches to teaching and learning in relation to meeting individual needs and your analysis of the benefits and limitations of communication methods.

There will be specific assessments of your teaching from your assessors. These will be arranged on an individual basis. Ensure that you include your evidenced assessments.

Guidance (A specific word count is not appropriate – your teaching is the major component of this qualification, but you will need as much evidence as you can gather). It is up to you how you choose to teach for 30 hours, although we like to see a variety of settings and groups if possible. If you have a class already then definitely use it for your evidence. You could teach one to one, or peer to peer, small or large groups, for an hour or a whole day. Think about what suits you best now but also about how you would like to develop in the future. Remember that the Certificate for Education and Teaching allows you to teach in Further Education establishments so approaching your local college is also a possibility.

Assessment Criteria: Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners.

Create an inclusive teaching and learning environment.

Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements.

Analyse benefits and limitations of communication methods and media used in own area of specialism.

Use communication methods and media to meet individual learner needs.

Communicate with other learning professionals to meet individual learner needs and encourage progression.

Task 2

Think about your use of technologies in your teaching and examine the benefits and limitations of their use. How can you use technologies to enhance individual needs?

Guidance: (Word Count: 250 - 350)

You need to demonstrate effective use of technologies in your teaching practice, if this has not been done in your observations please provide evidence here.

Examine both the benefits and limitations of technologies in your teaching.

How can you use technologies to enhance individual needs?

Assessment Criteria: Analyse benefits and limitations of technologies used in own area of specialism.

Use technologies to enhance teaching and meet individual learner needs.

Task 3

How do you deliver the minimum core elements when teaching?

Guidance: (Word Count: 250 - 300)

You need to demonstrate how you implement the English and Maths elements of the minimum core as well as I.T. Reflect on ways in which you apply minimum core elements in each of the key areas of planning, delivery, assessment and the use of resources and analyse the various ways in which these core elements can be demonstrated.

Notes and guidance on the Minimum Core are to be found online.

Assessment Criteria: Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning.

Apply minimum core elements in delivering inclusive teaching and learning.

Unit 4

Assessing learners in education and training

This section provides tasks that demonstrate you have met assessment criteria included in the fourth mandatory unit - Assessing learners in Education and Training.

Task 1

What are the purposes of different types of assessment?

Choose 3 assessment methods and discuss them in relation to meeting the individual needs of learners.

How have you used peer- and self-assessment to promote learners' involvement and personal responsibility in their learning process?

Guidance: (Word Count: 450 – 900 words, these can include your self evaluations)
Read the section on Assessment on the online site and required text Machin et al.
In your explanation of the purposes of different types of assessment refer to your understanding of how assessment informs teaching and learning and identify other relevant factors. In your analysis of the effectiveness of different types of assessment methods, provide some broad points of the issues involved and also refer to your own experience; it is a requirement that you provide evidence of the types and methods of assessments you have made in your teaching practice.

Provide evidence of any assessments that you have carried out and feedback given. You need to demonstrate that you have used both peer and self-assessment and that you have used questioning and feedback, this could be via your reflective log.

Assessment Criteria: Explain the purposes of types of assessment used in education and training.

Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners.

Use types and methods of assessment to meet the individual needs of learners.

Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning.

Use questioning and feedback to contribute to the assessment process.

Task 2

Demonstrate your ability to carry out assessment. Collect evidence of your practice.

Guidance (Word Count: 300 - 500)

You need to provide evidence for all the learning outcomes outlined below. For those of you working within the Further Education sector, internal and external assessment requirements will be easy to identify. If you are teaching in a private capacity ensure that you are familiar with the Qualification and Credit Framework (see pages 64 - 65 of the required text; Machin et al) and use your own methods of assessment. Again you can use your reflective log to explore your practice.

Assessment criteria: Identify the internal and external assessment requirements and related procedures of learning programmes.

Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic, and current.

Conduct assessments in line with internal and external requirements.

Record the outcomes of assessments to meet internal and external requirements.

Communicate assessment information to other professionals with an interest in learner achievement.

Task 3

How can you apply minimum core elements in assessing? Evaluate at least three different ways in which minimum core elements can be used.

Guidance (Word Count: 250 - 300)

You need to demonstrate how you implement the English and Maths elements of the minimum core as well as I.T. Reflect on ways in which you apply minimum core elements in each of the key areas of planning, delivery, assessment and the use of resources and analyse the various ways in which these core elements can be demonstrated.

Notes and guidance on the Minimum Core are to be found online.

Assessment criteria: Analyse ways in which minimum core elements can be demonstrated in assessing learners.

Apply minimum core elements in assessing learners.

Task 4

Reflect on your own assessment practice. How could you improve it?

Assessment Criteria: Review the effectiveness of own assessment practice taking account of the views of learners and others.

Identify areas for improvement in own assessment practice.

Unit 5

Using resources for education and training

This section provides tasks that demonstrate you have met assessment criteria included in the fifth mandatory unit - Using resources for Education and Training.

Task 1

What resources have you used in your teaching? Why did you use them?

Reflect and analyse the effectiveness of your use of resources.

How do you adapt them in the light of individual learner needs?

Guidance (Word Count: 600 - 750)

Include examples of resources that you have used and any of your own or learner feedback on these resources. Evaluate your use of resources, what do you use well? What could be improved? How do you adapt your resources in the light of your evaluations? How can you apply and evaluate minimum core elements?

Assessment Criteria: Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners.

Use resources to promote equality, value diversity and meet the individual needs of learners.

Adapt resources to meet the individual needs of learners.

Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning.

Apply minimum core elements when using resources for inclusive teaching and learning.

Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others.

Identify areas for improvement in own use of resources to meet the individual needs of learners.

Task 2

A reminder about reviewing your practice.

Complete your Reflective Log using the guidelines below.

You need to provide evidence of self-evaluation in three particular areas; delivery, assessment and using resources. You are asked to review the effectiveness of your own practice in meeting the needs of individual learners, of your own assessment practice and of your own practice in using resources, taking account of the views of learners and others and to identify areas for improvement in these three, key areas.

Review the following:

- Your own practice when planning to meet the individual needs of learners (how do you take into account the views of learners?).
- How you actually meet those needs in practice.
- Your own assessment practice, taking into account the views of learners and others: identify areas for improvement in this area.
- Your own practice in using resources to meet the individual needs of learners. Again, identify area for improvement in this area.

More on teaching observations

In addition to completing your tasks, your teaching will be observed for a minimum of three hours. These observations must be spread over a minimum of three teaching sessions and will not be less than half an hour in duration.

The three observations must be linked to the following mandatory units:

Delivering education and training (Level 4)

Assessing learners in education and training (Level 4)

Using resources for education and training (Level 4).

Your tutors will give further advice on a one to one basis.

Required reading

A Complete Guide to the Level 4 Certificate in Education and Training (Further Education) Lynn Machin, Duncan Hindmarch, Sandra Murray and Tina Richardson 2013, Critical Publishing

How to present your portfolio

Two hard copies of your portfolio are required. All evidence must reference the task number. With your tutor, you must ensure that all the evidence provides full coverage of each assessment criteria.

Bibliography

Hindmarch D, Machin L, Murray S, Richardson T. A Complete Guide to the Level 4 Certificate in Education and Training (Further Education) 2013
Critical Publishing

LSIS Learning and Skills Improvement Service Qualification Guidance Level 4 Certificate in Education and Training (QCF) Updated May 2013

Further information

Ofqual QCF level descriptors provide guidelines for the depth and level of autonomy for Level 4.

'Achievement at level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

You use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine.

You analyse, interpret and evaluate relevant information and ideas.

You are aware of the nature and approximate scope of the area of study or work and have an informed awareness of different perspectives or approaches within the area of study or work.

You address problems that are complex and non-routine while normally fairly well defined.

You identify, adapt and use appropriate methods and skills and initiate and use appropriate investigation to inform actions.

You review the effectiveness and appropriateness of methods, actions and results.

You take responsibility for courses of action, including, where relevant, responsibility for the work of others.

You exercise autonomy and judgement within broad but generally well-defined parameters'.