



# Understanding roles, responsibilities and relationships in education and training

VRQ

Learner name:

UET1

Learner number:

H/505/0053





# VTCT

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

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# Understanding roles, responsibilities and relationships in education and training

## UET1

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The aim of this unit is to enable you to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals within education and training.

Level

3

Credit value

3

GLH

12

Observation(s)

0

External Paper(s)

0



# Understanding roles, responsibilities and relationships in education and training

UET1

## Learning outcomes

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**On completion of this unit you will:**

1. Understand the teaching role and responsibilities in education and training
2. Understand ways to maintain a safe and supportive learning environment
3. Understand the relationships between teachers and other professionals in education and training

## Evidence requirements

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1. **Specific unit requirements**  
All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.
2. **Achieving assessment criteria**  
There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
3. **Knowledge outcomes**  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
4. **Tutor/Assessor guidance**  
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
5. **External paper**  
There is no external paper requirement for this unit.

# Developing knowledge



## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

\*This is not an exhaustive list.

## Learning outcome 1

Understand the teaching role and responsibilities in education and training

You can:	Portfolio reference
a. Explain the teaching role and responsibilities in education and training	
b. Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	
c. Explain ways to promote equality and value diversity	
d. Explain why it is important to identify and meet individual learner needs	

## Learning outcome 2

Understand ways to maintain a safe and supportive learning environment

You can:	Portfolio reference
a. Explain ways to maintain a safe and supportive learning environment	
b. Explain why it is important to promote appropriate behaviour and respect for others	



## Learning outcome 3

Understand the relationships between teachers and other professionals in education and training

You can:	Portfolio reference
a. Explain how the teaching role involves working with other professionals	
b. Explain the boundaries between the teaching role and other professional roles	
c. Describe points of referral to meet the individual needs of learners	

# Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Learning outcome 1: Understand the teaching role and responsibilities in education and training

### Teaching role and responsibilities:

Teaching/training cycle (identify needs, plan and design, deliver, facilitate, assess, evaluate), continuous professional development, professionalism, learner reviews, language, literacy, numeracy and ICT skill, liaison with other professionals, providing information, advice and guidance (IAG) and signposting, the maintenance of accurate and up-to-date records/documentation.

### Legislation, regulatory requirements and codes of practice relating to own role and responsibilities:

Health and safety, equality and diversity, child protection, record keeping, professional associations and bodies, professionalism, boundaries of teaching role.

### Own responsibilities for promoting equality and valuing diversity:

Ground rules, entitlement, impact of legislation and policies on own learning and teaching including how to deal with prejudice/discrimination, differentiation, environment, resources, learning support, learning difficulties and disabilities.

### Ways to promote equality and value diversity:

Recognising and promoting diversity, ground rules, classroom management, barriers to learning, promoting learning through different classroom layouts, organisational policies, safeguarding.

### Importance of identifying and meeting individual learner needs:

Learner-centred education and training, access, teaching and training cycle, screening, initial, diagnostic, formative assessment, individual learning plan (ILP), learning preferences, planning and negotiating goals and realistic target setting, learner reviews, language, literacy and numeracy, ICT skill, liaison with other professionals, information, advice and guidance (IAG) and signposting, motivation, differentiation, the promotion of equality and valuing diversity.

## **Learning outcome 2: Understand ways to maintain a safe and supportive learning environment**

### **Maintain a safe and supportive learning environment:**

Health and safety, risk assessment, how to promote learning through different classroom layouts, organisational policies, safeguarding policies, record keeping.

### **Importance of promoting appropriate behaviour and respect for others:**

Ground rules, classroom management, barriers to learning, recognising and promoting diversity.

## **Learning outcome 3: Understand the relationships between teachers and other professionals in education and training**

### **Working with other professionals:**

How you relate to other agencies, organisations, in your day to day work, collaboration in local and regional areas, limits of responsibility, identify sources of learner support and learning support, summarise own responsibilities in relation to other professionals.

### **Boundaries between the teaching roles and other professional roles:**

Internal structures, policy and procedures, role of support agencies, learner referral/ signposting, learner support, how you relate to other agencies, organisations in your day to day work, identified sources of learner support, professional codes of conduct and own responsibilities in relation to other professionals, limits of responsibility.

### **Points of referral to meet the individual needs of learners:**

Identify support needs of learners (screening, initial assessment, diagnostic assessment), identify sources of learner support and learning support.

# Notes

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# Notes

Use this area for notes and diagrams



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February 2019

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