Group A
Understanding roles, responsibilities and relationships in education and training
Zena Betts

1.1 Explain the teaching role and responsibilities in education and training.

My work is within the care industry for a large UK based domiciliary care provider. I am, responsible for the training management of 25 Learner members. This includes their initial induction training, and regular on-going training, including quarterly supervisions and annual appraisals.

The training is based on core competencies, and includes Common Induction Standards (CIS) for care, in a classroom setting, over a five day period. All care provided in the UK is regulated by The Care Quality Commission (CQC) and all care Learner must undertake this training by law.

To ensure I am meeting the company requirements and the needs of the Learner attending, I prepare beforehand to ensure all necessary materials are available. Health and Safety requirements in the work place must be met, I explain these to the Learner attending, and invite the Learner to establish ground rules for the day, this ensures appropriate behaviour and respect for others.

Different learning styles are incorporated, visual, auditory, visual, kinaesthetic, logical and social. Assessments are in the form of ice breakers, debate, professional discussion, quizzes and a workbook completed by Learner is retained as evidence for Learner files as documented evidence.

I use an initial assessment to identify the level of support required at the start of training, formative assessment throughout the training so that achievement or performance can be improved and a summative assessment at the end.

Feedback for Learner is given using Petty’s model ‘Medal and Mission’, this works well as it is praise for the work accomplished and encouragement to develop further.

When the training is complete, I invite the attendees to complete an evaluation form, this is part of quality assurance and enables me to make improvements in the future.

1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities

There are a number of legislation to abide by. These legislations include the Equality Act (2010), Health and Safety at Work Act (1974), Data Protection Act (2003). The Equality Act (2010) of England, Scotland and Wales requires that the rights of individuals are met in relation to several protected characteristics such as gender and race (EA, 2010).

The Health and Safety at Work Act (1974) outlines obligations of those that work within an organisation which are commensurate with their role and their responsibilities. This may mean that a risk assessment must be undertaken to enable an activity to take place, so as to ensure the safety of those taking part in it (HSWA, 1974).

The Data Protection Act (2003) made provision for the regulation of the use of individuals’ personal information and was amended from the Act of 1998 to include electronic data.

In addition, the care environment has extra legislation, Safeguarding Vulnerable Groups Act (2006) introduced a vetting and barring scheme to protect vulnerable groups, this also included a Criminal Records Check (CRB).
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The Control of Substances Hazardous to Health (COSHH) which applies when working with hazardous materials. Manual Handling Operation Regulations (1992) relates to the hazards of manual handling and the risks of injury.

There are also organisational Policies and Procedures to follow, these include behaviour, dress, time keeping, acceptable use of IT. There is also a specific Code of Conduct for Carers produced by The Department of Health and Skills for Care.

1.3 Explain ways to promote equality and diversity

Equality is ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age.

Promoting equality should remove discrimination in all of the aforementioned areas. Bullying, harassment or victimisation are also considered as equality and diversity issues. Diversity aims to recognise, respect and value people’s differences to contribute and realise their full potential by promoting an inclusive culture for all Learner.

We can promote equality and diversity by treating all Learner fairly. Creating an inclusive culture for all Learner. Ensuring equal access to opportunities to enable all Learner to fully participate in the learning process.

Enabling all Learner to develop to their full potential (Maslow), equipping Learner with the skills to challenge inequality and discrimination in their work/study environment. Making certain that any learning materials do not discriminate against any individuals or groups and ensuring policies, procedures and processes don’t discriminate.

1.4 Explain why it is important to identify and meet individual learner needs

The learner must be assessed as an individual from the onset, in doing this you will become aware of any special learning needs. If the Learner member has any of these needs, you will require assistance and may need the support of others from a specialist field.

There may be Learner who have visual impairments or problems with hearing or mobility. Cultural issues may affect the learning experience. A Learner member may be fasting for religious reasons and this may affect their concentration.

There may be other Learners that require support, Dyslexics for instance that may require handouts on coloured paper, those with English as a second language may require help from a second person and may require longer to complete the tasks set. There may be financial or health issues to take into account also.

The learners will also have their own learning style and this must be taken into account when delivering the teaching. The terms ‘activist’, ‘reflector’, ‘theorist’, and ‘pragmatist’ are from Honey and Mumford’s model, which is based on Kolb’s work.

Activist – Activists are those people who learn by doing. Hands on, role play, brainstorming, puzzles.

Reflector – Reflectors are those that learn by observation of activities, collecting data and thinking about what happened, using questionnaires and paired discussions.

Commented [DH2]: Competent use of legislation and relevant codes of practice

Commented [DH3]: Very Good definitions of Equality and Diversity

Commented [DH4]: You could have mentioned how ‘Ice breakers’ is a tool that encourages inclusivity, gives learners a voice.
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Theorist – Theorists like to understand the theory behind the actions, using statistics and background information.

Pragmatist – Pragmatists have to find a way of putting ideas into action, using discussion, problem solving and case studies.

2.1 Explain ways to maintain a safe and supportive learning environment

It is important to foster a learning environment in which learners feel safe and secure. This is especially important for learners that may have had negative experiences in traditional classroom environments.

Maslow (1970) states:

‘That we must satisfy each need in turn, starting with the first, which deals with the most obvious needs for survival itself’

In order to achieve this theory, firstly I ensure the learners have refreshments and a safe environment. Equipment should be safe to use (PAT tested), Health and Safety taken into account at the start of the class, this will include keeping a register for fire safety. The learner must also feel safe to express their opinions without fear of ridicule. Agreeing ground rules will provide a supportive environment.
Using pair work, small-group and whole-group activities, beginning on day one, I help Learner’s get acquainted, and provide ongoing opportunities for Learner’s to form connections as they share details about their backgrounds and cultures.

The learning aims and objectives should be clear along with the support provided to achieve the outcomes.

2.2. Explain why it is important to promote appropriate behaviour and respect for others

Ground rules are boundaries that help keep a safe environment in which the Learner can safely work and learn. Ground rules should be discussed and agreed with the Learner’s, not forced upon them and should encompass Negotiable rules such as eating or drinking at agreed times, mobile phones being switched off, breaks at a set time and Non-negotiable rules such as no anti-social behaviour, respecting the views and beliefs of others.
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As the instructor, I must lead by example i.e. not being judgemental, treating everyone as an individual, listen to others point of view, and show consideration towards others.

If there is a disruption, it must be handled immediately and in a professional manner to minimise the effect and safety aspects it may have on the other Learner's.

3.1 Explain how the teaching role involves working with other professionals

Although I deliver the training for Learner's, I am not a qualified electrician or an IT technician! There are times when I need the assistance of other professionals. When seeking their assistance it pays to always be polite and professional. Forward planning will eliminate the need to call on them in an emergency situation. Having a set maintenance schedule helps.

Business Support Staff communicate with Learner’s to ensure they are invited to attend and arrive on the right day and for the correct course. They also send out joining instructions for the day.

In my situation, there is an electronic diary that must be checked before training can be booked, the room must be reserved well in advance as the training room is shared by other tenants using the building.

The care manager has direct access to funding. The cost of the training, resources, heating, room hire (if necessary) and refreshments must be approved before the course can be delivered. It may mean that a report must be produced to justify the costs of training or to show that training is meeting the desired outcomes.

The Staff supervisor should be consulted to organise cover in order for Learner’s to attend the training.

Learning support should be arranged to help with special educational needs if they are required (preceding Learner assessment should have flagged this up).

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

My job description sets out my role within the company. As the Learner trainer, I must work within the limits of my role.

It is also important to realise the dangers of using social media such as Twitter or Facebook as boundaries can easily be crossed and could be construed as inappropriate behaviour or over-familiarity. Using in-appropriate language or letting personal judgements affect your decisions must be realised before boundaries are crossed.

Recently, my manager asked me to fit in additional training days when I already had a busy schedule, in trying to do that I risked accepting Learner members for training that were not ready for further progression and not providing the quality of training that was required, this would have had an adverse effect on the Learner members which could jeopardise their future promotion.

Commented [DHS]: Competent explanation of how to promote appropriate behaviour and respect for others
3.3 Describe points of referral to meet the individual needs of learners

As a senior Staff member I have a duty of care towards the Learner attending training. If a Learner member were to share a problem with me I would assess the situation, if the problem were out of my remit I would pass the Learner member onto the relevant internal or external service.

There are many external services that could be sourced i.e. transport issues – suggest using bus timetables or local websites, family bereavement – bereavement agency or counselling service, housing issues – suggest local property websites, local council or housing association. Internal services could include payroll department or Human Resources.

If the problem involved the training being delivered or attendance problems I would deal with this directly by suggesting additional support for the training or attending on a different day if this resolved the problem.
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References:


Website


http://www.legislation.gov.uk/ukpga/2006/47/contents[Last accessed 08/11/14@21.00]

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The Department for Health and Skills for Care - Code of Conduct for Carers

http://www.simplypsychology.org/maslow.html[Last accessed 10/11/14@20.45]