



LEVEL 3 AET TEACHER TRAINING COURSE

LEVEL 3 AET TEACHER TRAINING OVERVIEW

Welcome to your Level 3 AET (Award in Education and Training) Manual. This assignment and examination will prepare and assess you, ready for the world of teaching and education.

LEVEL 3 AET TEACHER TRAINING MANUAL CONTENTS

Introduction	PAGE 01
Unit 1: Code of Conduct & Ice Breakers	PAGE 02
Unit 2: Inclusive Learning	PAGE 03
Unit 3: Purposes of Assessments Used in Education	PAGES 04 & 05
Unit 4: Adaptation for Lessons and Differing Learning Abilities	PAGE 06
Units 5-8	PAGE 07
Unit 9	PAGE 08
Unit 10: Micro Teach	PAGE 09

INTRODUCTION

For this course, there are no specific entry requirements, however we require a large amount of written work to be completed in order for you to gain your Level 3 qualification.

The written assignments will involve reading and referencing from books and online sources, researching specific tools, applying theory to practical scenarios and also demonstrating knowledge and understanding through written work. Candidates for this course must have a good standard of written and verbal communication, and skills required to complete a considerable amount of study.

This course is assessed by completing a series of written assignments and 1 practical assignment, which involves a 10 minutes 'micro teaching' video.

PLEASE SEND YOUR COMPLETED ASSIGNMENTS TO:

info@skin-aesthetics.co

Good luck and please email us with any concerns or questions!

As an educator, your main goal is to teach students with respect and within a safe environment. With the same being reciprocated from your students towards you as a tutor. Having a code of conduct in place will allow you to set boundaries within your class. This is to allow a successful and smooth running structure for your lesson plan and also allow your students personal development throughout the sessions.

A code of conduct clarifies a businesses mission statement, values and principles. It also feeds onto the students and further employees to showcase the way in which they should act throughout this profession, and defines desires behaviour. A code of conduct encourages discussions of ethics and compliance so they are aware of day to day natures and situations that may arise, that they might have to potentially deal with. Alongside this, a code of conduct is a guide to help employees and trainers with decisions they may have to make. It is a valuable document that showcases the ethics of an organisation or business.

A code of conduct is also important as it will encourage students and trainers to consider unconscious influences on decision making and how to manage these points. It is a valuable way for a business to demonstrate credibility and professionalism. This will also allow students to have more confidence when entering the workplace, as these expectations are set. The code is also in place to protect the business owner and the values of the profession.

As an educational therapist, we want to make the classroom as fitting and as comfortable as possible for all of our students. When becoming a student, it can be intimidating and daunting when working in an environment you are not used to, so using ice breakers within your classes is a great way for students to interact and become more confident and comfortable around each other.

Ice breakers also help allow students to settle into a training environment and allow teachers to understand a bit about why their students are at their training today. It allows both parties to become comfortable with each other and get to know one another, as well as setting a professional example to start the session off.

They can be an effective way of starting off any group training and a way for students to open up about themselves a little. Not all students are confident so this give students who are more shy and quiet room to open up. As this is an interactive activity, it will help students get to know one another and their aspiration. They also help slowly move you into the training day, a nice way of opening the sessions. By starting a well prepared sessions with an ice breaker, students are able to lean about the objectives of the class and sessions, and be more engaged in the information given out during the class. They also may then be inclined to contribute more throughout the class due to feeling more comfortable, confident and open with their environment and classmates.

As a trainer, it is important to design these ice breakers so that they are successful and made simple. Designing the session with specific objectives in mind and also making sure that the session is appropriate and comfortable for everyone involved. It has got to be a successful tension breaker for both the teachers & students, so getting everyone involved even the facilitator will be the best way to ensure everyone is comfortable for the rest of the session.

Short and sweet ice breakers are the best way to start the session up! Getting students & teachers to learn a little about each other prior to the education, is a great way to ease into the session.

STUDENT ASSIGNMENT 300-400 WORDS PER QUESTION

- Q1 - Write out your own code of conduct e.g for your business
- Q2 - Why is a code of conduct important
- Q3- Explain why ice breakers are important
- Q4 - Give a detailed example of an ice breaker you would use in your class and explain the benefits for your students

UNIT 2: INCLUSIVE LEARNING

Inclusive learning strategies refer to teaching approaches that address the needs of students with a variety of backgrounds, learning styles and abilities. Different learning styles need to be approached during sessions to ensure that all students can actively learn from your training.

There are 4 main learning styles that are known as the VARK model. You should be aware of these when wanting to teach others. VARK stands for 'visual, auditory, reading/writing & kinaesthetic'.

It is vital to use a number of learning materials in order to cater for students of all learning types. Finding out what your students learning capabilities are like before they come to a session could be a useful tool for you. You could send out a 'questionnaire' to find out how they learning best within training so that you can plan and adapt your lessons best suited to them.

BELOW ARE SOME VARIOUS TYPES OF LEARNING STRATEGIES:

- Visual learn best in forms of photography and practically in front of them
- Auditory learning best when hearing the information given to them
- Reading/writing learn best when information being given to them is in the form of printed or written handouts
- Kinaesthetic hands on learners who like to take an active role in their learning. Practical tasks that include senses.

Ensure to allow students to ask any questions they may have when working through your training and to regularly check in with your students learning. Regular scheduled breaks may also help students from 'zoning out' and missing information.

LEARNING TECHNIQUES

Practical assessments: practical assessments are a form of coursework which allow course providers to assess the practical skills of students in their chosen area of study. Practical assessments are often found within vocational qualifications as they provide students with practical experience related to the profession being studied.

Industry knowledge: alongside your own knowledge and referencing, asking fellow business owners or teachers to come and speak with your students is also a brilliant idea to feed more information to them. This will give your students added information and you may also learn something new yourself aswell!

Practice testing: throughout your training, pausing and asking the students questions on topics you have been discussing is a great way to start seeing how well your students are learning and taking the information on board. Seeing if they have retained the information well and how they are feeling about it. This will also highlight any 'weal spots' and allow you to cover these again within the class.

STUDENT ASSIGNMENT 300-400 WORDS PER QUESTION

- Q1 - Discuss what 'inclusive learning' means
- Q2 - Explain why it is important
- Q3 - Describe 2 variations of learning techniques and how they could benefit your students

UNIT 3: PURPOSES OF ASSESSMENTS USED IN EDUCATION

SA

Understanding of the current position their students are at within the skill, whether they are eligible to pass the qualification and if they are ready to continue the skills independently. It is vital for students to participate in assessments so they can challenge their ability within the skill, and be marked on this accordingly. Assessments are vital for both teachers and students and need to happen before any kind of pass/failure judgment is made.



HERE ARE SOME EXAMPLES OF WHY ASSESSMENT IS IMPORTANT

- It drives instruction and learning
- Informs students of their progress within the skill
- Informs teaching practice
- Way of grading students work via assessments

Assessment also plays a vital role in both motivation and the learning process within the classroom. Assessment is embedded in the learning process and therefore it is key to undergo. As both teachers and students work towards the achievement of curriculum outcomes, assessment plays a constant role in informing instruction, guiding our students through their next steps towards performing tasks alone, and checking progress and achievement. Assessments can take place over a time period leading up to a certain date or can held throughout the day on a short course. These will need to be completed in a relaxed environment, in order to let the student perform to the best of their ability.

LEARNING TECHNIQUES

Below are the main differences between the 2 assessment methods that we use as tutors. Formative assessments and summative assessments. Formative assessments are examples such as quizzes and tests that evaluate how someone is learning material throughout a course.

SOME EXTRA EXAMPLES INCLUDE

- Classroom
- Polls quizzes
- In class discussions
- Clicker questions
- Group work

Formative assessments can be fun for the class. These can be performed individually or as a group activity, in some cases working with partners. These assessments are to educate tutors on students progress within the training environment. These could be performed on a regular basis weekly, or as a one off. These are more flexible than summative assessments. Therefore, ideas such as games and in class actives can be useful. How these are structured and performed in the classes is down to the tutor, and there is not right or wrong way for these to be used. These types of assessments are a great way for tutors to get an understanding of how their class is learning, what and who needs more practice in specific areas and get feedback off their students in regards to the assessments. It it a great way for the class to interact as well by participating in group testing and activities.

Summative assessments are an evaluation to determine what students have learned throughout a course, whether this be a day examination or a month with case studies.

EXAMPLES OF THESE INCLUDE:

- 1 Tests
- 2 Papers end of course/class projects
- 3 Reports final
- 4 Course examinations

Summative assessments are more likely to take place at the end of a course or training programme, to assess the final stages in students learning and practice. This is a more grounded assessment to find out what a student has learnt throughout the entire course and whether they are ready to take the skill on independently. This is also a great way to ensure that students retain the essential information given to them throughout the course, to allow them to practice this on their own accords, without anyone helping them.

Summative assessments serve 2 main purposes. Firstly, they evaluate what your students have learnt while taking your training course. Secondly, they evaluate how prepared the student is too venture onto the next academic level. This is important to assess how well your students are going to be able to perform the skill independently, when leaving the classroom, and ensuring they are highly ready to continue this outside of the training environment.

An assessment can be adapted to meet individual learner needs, theory work, practical work, role play. Assessments on any level are for the purpose of motivating, encouraging and evaluating an individuals retention of knowledge, understanding and skill. So therefore all students must be treated fairly.

Lastly, keeping records of each assessment or student that has been through the process is important. Copies of certificates and portfolios are also important to keep in case further issues arise, or the educational health/trading standards visit.

STUDENT ASSIGNMENT 300-400 WORDS PER QUESTION

- Q1 - Describe in your own words why you think assessment methods are important?
- Q2 - Explain the difference between formative and summative assessments
- Q3 - Give an example of a characteristic of formative and summative assessment and why you believe it's important?



As an educator, we will be faced with circumstances where we will need to adapt the classroom to suit certain student's training needs. Learning disabilities are varied aspects of learning that individuals find more difficult than others. This is an umbrella term for a wide variety of learning problems. Adults and children with learning difficulties tend to see/view particular learning activities differently.

THERE ARE MULTIPLE LEARNING DIFFICULTIES AND BELOW I WILL GIVE A FEW EXAMPLES:

- 1 Dyslexia
- 2 Dyscalculia
- 3 Dysgraphia
- 4 Dysphasia

These are just x4 of some of the common learning disabilities individuals face on a day to day basis. This does not mean at all that the student is incapable of learning, it just means they may need more support or lesson structure to aid them within this certain ability. Learning disabilities vary from one person to another, and therefore will also affect people differently in their working environment. These students may need extra support with reading and writing and may be slower at being responsiveness throughout lessons. They may also not be as fast as other working students, so may need more time to complete certain activities throughout the day. As a tutor, they will need more support as they may struggle to work and complete tasks independently. So support from the tutor during their training will be vital.

LEARNING TECHNIQUES

If you have a student with learning difficulties, then allowing them specific 1 2 1 time and attention, or even extra time, is going to aid them with their learning. As a tutor, if you prescribe individual instruction and help based on a persons ability, it significantly helps learners to understand and grasp educational concepts. We want our students to achieve quality, so identifying the students weakness and applying measures too over come them, will allow our students to acquire education without any barriers. It will also develop talents and create interest, which is what we want to perform overall within our training academies. It is key to make sure, regardless of learning disabilities, that everyone feels they can achieve the same aspects of learning as others!

STUDENT ASSIGNMENT 300-400 WORDS PER QUESTION

- Q1 - Describe in your own words different learning abilities
- Q2 - Explain why it is important to take a persons learning ability into consideration during your classes
- Q3 - Give 2 examples of learning disabilities and how you would adapt your classes to ensure they are supported and pushed to their full potential whilst learning

UNITS 5-8

SA

The next units will require you to research independently; each unit will consist of writing an essay with a minimum of 400 words per unit.

UNIT 5

Explain how you would fully include your students in your training and keep them engaged through the whole session.

UNIT 6

Explain why it is important to maintain a safe and supportive learning environment and how you would ensure this throughout your classes.

UNIT 7

How will you take into consideration a students unique needs, strengths and weaknesses when planning your classes.

UNIT 8

Demonstrate your knowledge and understanding of different assessments and how they are carried out.



Please ensure you make these essays as in depth as possible and be productive with your research. They must be a minimum of 400 words each.

PART 1

Explain your understanding of constructive feedback and how it benefits the students throughout their lessons.

PART 2

Please create your own 30 minute lesson plan based on a skill you are planning to teach in a learning environment. Below is an example of a lesson plan.

LESSON PLAN TRAINING STUDENTS IN EYELASH EXTENSIONS

OVERVIEW

The training day will consist of teaching students to become qualified eyelash technicians. They will be taught the safety measures, the business tools and the theory and practical application to 1 2 1 eyelash extensions. Students will leave the training day if successful as qualified lash technicians with accredited certificates.

INTRODUCTION

Introduce tutors and start with some ice breakers to ease students into the classroom environment. Get all students to introduce themselves and vice versa.

TRAINING SCHEDULE:

1 THEORY

- Healthy & safety in the workplace
- Working environment
- Professional business & social media
- Anatomy & physiology
- Contraindications & contractions
- Client consultations
- Equipment check list
- Introduction into tweezers, lash mapping, styles and thickness

2 BREAK/LUNCH

EXAMINATION & EVALUATION

During the performance revision time, students will be examined on their practical capability of the skill. Tutors will assess students knowledge and practical demonstration. Dependant on their performance, this will indicate a pass or fail. Students will then receive constructive feedback on how they performed and deal with any reattempts that are needed.

- Conclude/certification

3 PRACTICAL

- Showcase treatment
- Students to perform
- Removal methods
- Aftercare and t&c's
- Further practice

UNIT 10: MICRO TEACH

SA

You will need to conduct a 10 minute teaching video for the course you intend to teach to pass your final assessment. Your assessment must be based on your written lesson plan.

2-3 candidates will be required for your micro-teach.

- 1 - Yourself as the Teacher
- 2 - Your student
- 3 - A Model

You may teach any element of your lesson plan, whether this is practical or theory - as long as a good mixture of teaching abilities is shown as evidence. You will be assessed on your teaching technique, assessment methods, communication skills, and relationship with the student.

Please ensure your filming clearly showcases all candidates.

Please submit your full assignment document & micro-teach video to:

info@skin-aesthetics.co

You may use WeTransfer or Google Drive if the files are too large.



Written content © Skin Aesthetics & Academy
Design, layout, and illustrations © Hol B Studio Limited. All rights reserved.

This manual, including all written content, design layouts, structure, and illustrations, is licensed for its intended educational use only. It must not be copied, reused, resold, or incorporated into any other project. All creative elements remain the intellectual property of Skin Aesthetics & Academy and Hol B Studio Limited and are strictly for use within this specific design only.