Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (7303)

Qualification handbook
Qualified Teacher Learning and Skills (QTLS) framework
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1 About this document

This document contains the information centres need to offer the following qualifications:

| Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (7303) |
| Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (7303) |

For full details of complex registration numbers, please refer to the Online Catalogue on Walled Garden (www.walled-garden.com).

This document includes guidance on:
- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- suggested reading lists
- tutor and candidate recording forms
- practical and theory assessments.
2 About the qualification
2.1 Aim of the qualification

The Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) is for pre-service and in-service teachers and trainers. It’s aimed at candidates who:

- would like or require an introduction to teaching in the Lifelong Learning Sector or
- are seeking career progression within their area of work or
- will be/are seeking to progress towards ATLS/QTLS status and/or
- teach courses that aren’t publicly funded or
- are trainers in industry or
- technicians and support staff in further and adult education

Pre-service is defined as those who are not formally contracted as teachers whereas in-service is defined as those who are.

For further clarification on the Associate Teacher and Full Teacher roles, please refer to Institute for Learning (IfL) guidance documentation available to download from www.ifl.ac.uk. Current definitions of the roles are also available from www.cityandguilds.com/qttls and in LLUK publications available from www.lluk.org.uk.

About the level of this qualification

The Award in Preparing to Teach in the Lifelong Learning Sector (7303) can be delivered at both level 3 and level 4. Centres may deliver the qualification at either or both levels, according to the needs of their learners. Centres must be approved for and register and assess candidates at the correct level.

The level of the qualification is determined by the assessment criteria and assessments, rather than the learning outcomes and indicative content. In practical terms, this means that delivery of the qualification will be the same for both levels 3 and 4; the overall level achieved will depend on the assessment tasks undertaken and the results achieved.

In addition, candidates can undertake assessment tasks at level 3, but still achieve at level 4 if they meet the level 4 assessment criteria.

Candidates seeking a level 4 qualification must achieve at level 4 in each individual assessment task. For further detail about the required sections which comprise the Award, please refer to section 7.2 The unit sections in this qualification handbook.

To achieve at Level 4, candidates need to demonstrate:

- an understanding of the relationship between theory/principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values
- an academic style of writing in which a recognised system of referencing is used (Harvard is recommended). Writing should be concise and candidates should provide evidence of careful planning.
Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document Access to Assessment, available to download from www.cityandguilds.com.

This qualification is related to the following City & Guilds qualifications:

- 7305 Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- 7304 Levels 3 / 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- 7302 Level 3 Certificate and Diploma in Delivering Learning
- 7407 Level 4 Certificate in Further Education Teaching
- 7318 Level 3 NVQ Learning and Development qualifications
- 7307 Level 3 Certificate in Teaching Adult Learners.

The qualification is designed to contribute to the skills, knowledge and understanding related to the Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector.

The qualification provides an entry point and introduction for those new to teaching and training or wishing to teach or train. It’s the qualification for those seeking a ‘stepping stone’ to qualifications that entitle them to teach in the sector in either an ‘Associate Teacher’ or ‘Full Teacher’ role. It provides progression to the 7304 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) for those seeking Associate Teacher (ATLS) status and the 7305 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) for those seeking Full Teacher (QTLS) status.

The qualification is designed to enable candidates to:

- adopt an integrated approach to the theory and practice of teaching
- reflect on their own previous/current levels of experience, practice and skills, and areas for development
- identify principles of learning, teaching, assessment and evaluation
- develop confidence, communication and inter-personal skills
- develop an awareness of their professional role and responsibilities.
2 About the qualification
2.2 The structure of the qualification

This is a one unit qualification, consisting of **five mandatory sections**. The sections correspond to the unit Learning Outcomes.

<table>
<thead>
<tr>
<th>QCA unit reference*</th>
<th>Award title</th>
<th>Qualifications and Credit Framework (QCF) value</th>
</tr>
</thead>
<tbody>
<tr>
<td>500/1640/4</td>
<td>Level 3 Award in Preparing to Teach in the Lifelong Learning Sector</td>
<td>6 credits</td>
</tr>
<tr>
<td>500/2005/5</td>
<td>Level 4 Award in Preparing to Teach in the Lifelong Learning Sector</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

*For details of City & Guilds component numbers for the specified units / awards above, please refer to the Online Catalogue on Walled Garden (www.walled-garden.com)

The **five** sections are as listed below in the table below. Each section represents a learning outcome from the Preparing to Teach in the Lifelong Learning Sector (PTLLS) unit of assessment.

<table>
<thead>
<tr>
<th>Section number</th>
<th>Section title</th>
<th>Mandatory/Optional section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand own role, responsibilities and boundaries of role in relation to teaching</td>
<td>Mandatory</td>
</tr>
<tr>
<td>2</td>
<td>Understand teaching and learning approaches in the specialist area</td>
<td>Mandatory</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate session planning skills</td>
<td>Mandatory</td>
</tr>
<tr>
<td>4</td>
<td>Understand how to deliver inclusive sessions which motivate learners</td>
<td>Mandatory</td>
</tr>
<tr>
<td>5</td>
<td>Understand the use of different assessment methods and the need for record keeping</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>
2 About the qualification
2.3 Assessment of the qualification

Assessment
National standards and rigorous quality assurance are maintained by the use of assessments. This qualification is holistically assessed using two City & Guilds assignments which are marked internally by the centre. These assignments are each divided into tasks. Quality assurance is provided by the centre and monitored by City & Guilds’ external verification systems to ensure that national standards are maintained.

Each assignment task will be graded pass or refer. If a candidate has been referred and does not meet the assessment criteria in the subsequent resubmission, the centre should either:

- arrange additional support for the candidate,
- guide the candidate towards a more suitable qualification,
- inform the candidate of the right to appeal, as outlined in section 2.4.

Centres must have a referral policy in place. Centres should issue the assignments at appropriate points during the programme. However, marking and feedback should take place within two weeks of submission of the completed assignments. Centres may wish to issue the assignments early in the programme. This allows for formative assessment and ongoing internal verification.

The assignments are mandatory; alternatives are not permitted. All work presented by candidates should be word-processed or legibly handwritten in ink. Level 4 assignments must be word processed.

Assessment of candidates’ achievement in the qualification will be the responsibility of a designated tutor, assisted in many centres by a course delivery team.

When marking candidates’ work, tutors should use their professional judgment to ensure that all parts of the assignments have been successfully completed. The use of professional discussion (recorded on Appendix 2) may be used to support review of assessments but not replace them. Further guidance regarding the assessment of theory and practical assignments is contained in each section.

Centres are strongly recommended to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plan formats which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

There is no requirement for independent assessment to take place.

A sample tutor tracking sheet to track dates of candidate achievement of the assessments is provided in Appendix 4. Use of this form is not compulsory: however, candidates should keep records of candidate assessments.

For candidates with particular requirements, centres should refer to the City & Guilds policy document, Access to Assessment: Candidates with particular requirements.
**Observation**

Candidates must be observed for a minimum of 15 minutes of their micro-teaching or one session of their teaching practice the duration of which must be a minimum of 15 minutes. Form 6 *Observation Report* is strongly recommended to be used for this purpose. In addition, feedback must be given by the candidate's peer group using Form 8. Each candidate's session must be evaluated by at least three of their peers.

To ensure that candidates get invaluable learning experience from the micro-teaching session, City & Guilds strongly recommends that candidates make a visual recording and use it to reflect on their delivery. This is an important step towards enabling candidates to become reflective practitioners.

Constructive and developmental feedback should be given to candidates after observations. Centres should use their professional judgement when making decisions. Mentors are encouraged to observe candidates in addition to the required tutor observations.
2 About the qualification

2.4 Appeals against assessment

This section relates to appeals against results from assessment of tasks undertaken by candidates.

It is a condition of centre approval that all centres must ensure that there is an appeals procedure available to all candidates. The appeals procedure documentation must be submitted to City & Guilds in the qualification approval submission.

If a candidate appeals against the result of an assessment, the Programme Tutor should try to resolve the problem in the first instance. It should then be referred to the Internal Verifier, and following that, the centre Quality Assurance Co-ordinator. If the problem cannot be satisfactorily resolved, the External Verifier should be approached, to offer independent advice. All appeals must be clearly documented by the centre’s Co-ordinator and made available to the External Verifier and/or City & Guilds.
3 Candidate entry requirements and Accreditation of Prior Learning (APL)

Candidate entry requirements
There are no formal entry requirements for this qualification, but candidates must be considering a subject for delivery and be aiming to achieve / or have achieved a qualification and experience for their subject/skill at the appropriate level.

In addition, the nature of both the learning and assessment required for the qualification is such that candidates should have the ability to manage the requirements of the level of the qualification they are taking, read and interpret written tasks, and to write answers in a legible and understandable form. Evidence of this should be recorded as part of their initial assessment. Candidates will also need to be able to organise written information clearly and coherently. It is good practice to embed Skills for Life personal skills: literacy, numeracy and ICT within the programme delivery. Centres should provide candidates with access to support in these areas where necessary.

Candidates will be expected to have maintained and completed their continuing professional development (CPD) in accordance with regulations, where appropriate.

Accreditation of prior learning and experience (APEL)
Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person’s previous experience could contribute to a qualification.

Both the theory and practical assessments must be successfully achieved to gain recognition against the full six credit unit comprising the 7303 Award.
4  Centre requirements
4.1  Centre, qualification and fast-track approval

Centres not yet approved by City & Guilds
Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

Centres must meet a set of quality criteria including:
- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in Providing City & Guilds qualifications - a guide to centre and qualification approval, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website (www.cityandguilds.com).

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until centre and qualification approval have been obtained and candidates are registered for the programme. Further guidance is contained in Providing City & Guilds qualifications - a guide to centre and qualification approval.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in Providing City & Guilds qualifications.

Existing City & Guilds centres
To offer the Level 3/4 Award in Preparing to teach in the Lifelong Learning Sector (7303), existing centres will need to gain qualification approval. Further information on the qualification approval process are available in Providing City & Guilds qualifications - a guide to centre and qualification approval.
Fast-track approval

City & Guilds centres may be eligible for fast-track approval for this qualification. For further guidance, please refer to the City & Guilds QTLS micro-site www.cityandguilds.com/qtls.
4 Centre requirements
4.2 Registration and certification

Administration
Full details of City & Guilds’ administrative procedures for the Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) is provided in the Online Catalogue (www.walled-garden.com). This information includes details on:
• registration procedures
• enrolment numbers
• fees
• entry for examinations
• claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, as specified in the City & Guilds Online Catalogue.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change. The latest News Updates are available on our website (www.cityandguilds.com/qtls).

Registration
Candidates must be registered as near to the start date of their programme as possible. Centres should submit registrations using Form S or via the Walled Garden, under qualification number 7303 for the Level 3 and Level 4 Award in Preparing to Teach in the Lifelong Learning Sector.

For full details of complex registration numbers, please refer to the Online Catalogue on Walled Garden (www.walled-garden.com).

Following registration, a Nominal Roll Report (NRR) will then be issued by City & Guilds. This report confirms to centres that the registration application has been received and processed. If there are any problems in the registration process, these will be identified by way of messages or warnings appearing on the NRR that must be acted upon by the centre immediately.

Certification
When both assessments for the unit have been passed by the Course Tutor, Assessor and internally sampled (externally sampled prior to first certification claim or following sanctions), candidate results should be submitted on Form S or via the Walled Garden.

Candidates successfully achieving both assessments for the full unit will be issued with the Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) at the appropriate level.

There is no opportunity for single accreditation of one assessment. However, candidates may achieve the remaining assessment at a later date (see section 3 on APL in this document).

Full details on all the above procedures are given in the Directory of Vocational Qualifications, published annually by City & Guilds. This information is also available on the Walled Garden: www.walled-garden.com.
Summary of registration and certification procedures

<table>
<thead>
<tr>
<th>Steps</th>
<th>What happens?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Centres register candidates for the qualification, using Form S or the Walled Garden, as near to the start date of their programme as possible</td>
</tr>
<tr>
<td>2</td>
<td>Centres receive Nominal Roll Report confirming registered candidates (at this stage, centres must check all candidate details and notify City &amp; Guilds of any inaccuracies)</td>
</tr>
<tr>
<td>3</td>
<td>Centres use Form S or the Walled Garden to claim completion of the Sections, once these have been marked and quality assured.</td>
</tr>
<tr>
<td>4</td>
<td>Centres receive a Nominal Roll Report and a Results List, confirming that the claim has been processed. They will also receive certificates at this time.</td>
</tr>
</tbody>
</table>

For further advice and guidance on registration and certification procedures, please contact our Customer Relations Team on 020 7294 2800, or email centresupport@cityandguilds.com.

Retaining assessment records
Centres must retain original copies of candidate assessment and internal verification records for at least three years after certification.

Centres must ensure the unit declaration record is completed for when the unit is achieved (Appendix 6).

Notification of results
After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.

Full certificates
Full certificates are only issued to candidates who have met the full requirements of the qualification, as described in section 2.2 The structure of the qualification.
4 Centre requirements

4.3 Quality assurance

This information is a summary of quality assurance requirements for this qualification.

City & Guilds’ publication, *Providing City & Guilds qualifications- A guide to centre and qualification approval* in the Centre toolkit provides full details and guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

**Internal quality assurance**

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre’s own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance.

**Staffing requirements for the 7303 PTLLS**

Those delivering and assessing the 7303 at either level may, in addition to the requirements stated below, be subject to the statutory and contractual requirements to gain professional status that relate to teachers in the lifelong learning sector in England. Information on these is available on the Institute for Learning (IfL) website, [www.ifl.ac.uk](http://www.ifl.ac.uk). For further information, please visit [www.cityandguilds.com/qtls](http://www.cityandguilds.com/qtls) or contact the Lifelong Learning UK Information and Advice Service, information on which is available at [www.lluk.org](http://www.lluk.org).

**Level 3**

Members of staff delivering and assessing the **Level 3** Award in Preparing to Teach in the Lifelong Learning Sector (7303) must be

- experienced practitioners in the specific context of teacher education
  
  or
  
- experienced teachers or trainers with a comprehensive knowledge of the principles of teaching/training. They must have experience in supporting, training and assessing learners.

Where centres have identified the use of staff on the Qualification Approval Form (QAP) or APU who are not deemed by City & Guilds to sufficient knowledge, skills and experience, the External Verifier (EV) can advise on an action plan for the centre and individual(s).

**Staff who are not experienced as defined**

Centre delivery staff who are deemed not to have the required knowledge, skills and experience must

- be inducted into the work of the team, and the programme(s) they are delivering
- work shadow and have their assessment decisions countersigned by an experienced member of the team until they have gained the required knowledge, skills and experience.

The EV will work with centres to produce an action plan for those staff.
Qualifications
Although staff delivering PTLLS Level 3 are not required to hold or be working towards formal teaching/training qualifications, City & Guilds strongly recommends this as an approach which helps to ensure the quality of course delivery. The following qualifications are suggested:

- Award in Preparing to Teach in the Lifelong Learning Sector (7303)
- Certificate in Teaching in the Lifelong Learning Sector (7304)
- Diploma in Teaching in the Lifelong Learning Sector (7305)
- Certificate and/or Diploma in Delivering Learning (7302)
- Certificate in Teaching Adult Learners (7307)
- Certificate in Further Education Teaching, Stage 1, 2 or 3 (7407)
- NVQ Learning and Development/Direct Training and Support (7318)
- Certificate in Education (Cert Ed)/Post Graduate Certificate in Education (PGCE)
- Bachelor of Education (BEd.)
- Master of Education (MEd.)

Please note that it is the knowledge, skills and experience of delivery staff that will determine their suitability, not the qualifications they hold.

Level 4
Members of staff delivering and assessing the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (7303) must, in addition to the Level 3 requirements, be experienced practitioners in the specific context of teacher or trainer education. This means that they must previously have delivered teacher or trainer training programmes.

Additional requirements
All delivery staff must engage in continuing professional development (CPD) activities. These may include: observation and evaluation of other staff within the delivery team; supervision; professional discussion; standardisation events; case reviews; research; reflective practice; mentoring; attendance at conferences and events.

There should be a balance of staff in PTLLS delivery teams who fulfil the knowledge, skills and experience requirements, to ensure a robust approach to delivery, assessment and quality assurance.

Subject specific support/mentoring for PTLLS candidates
Centres are encouraged to appoint a subject specific mentor to each candidate, to give support on subject pedagogy.

It is good practice for mentors to observe candidates delivering teaching/training. This would be in addition to the minimum 15 minutes micro-teaching / teaching practice observed by the programme team. Mentors should be qualified teachers, hold a relevant vocational qualification/skill related to the candidate’s subject area and considerable experience in teaching and learning in context.

Mentors should be trained in mentoring and be familiar with 7303 PTLLS qualification requirements.

They should provide professional support and direction to the candidate in the processes and practices of contextualised teaching, lesson planning and resource development.

It would also help and support the candidate if the mentor carried out teaching observations, using the observation report provided in Appendix 1. This would be in addition to the required tutor observations.
Centres should also ensure, where possible, that peer support takes place within the cohort, where candidates with a similar subject specialism are encouraged to support each other.

**External quality assurance**

External quality assurance for the qualification will be provided by City & Guilds’ external verification process.

External Verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External Verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, External Verifiers must have occupational and verifying knowledge and expertise. City & Guilds' External Verifiers attend training and development designed to keep them up-to-date, facilitate standardisation between Verifiers and share good practice.

**The key quality assurance roles summarised**

The following sections provide a summary of the key roles involved in the successful implementation and assessment of the qualification.

**Centre Co-ordinators:**
The role of the Centre Co-ordinator is to:

- liaise with City & Guilds
- liaise with their HR facility or equivalent
- identify to the candidate their Tutor, Assessor and Internal Verifier at the beginning of their programme
- identify within the programme delivery team the role of the tutor, any other assessors and Internal Verifier
- provide a programme for delivery of the qualification
- plan and manage the implementation of the qualification
- ensure there are adequate resources, both staff and materials. All staff should be inducted and maintain records of their continuing professional development (CPD)
- maintain evidence of CPD of her/himself and the programme team
- maintain the quality assurance processes
- ensure candidates are registered with the Institute for Learning (IfL)
- ensure that each candidate undergoes an initial assessment and induction (records to be maintained), leading to an agreed action plan/Individual Learning Plan (ILP)
- establish and monitor candidate support systems
- ensure that all staff carrying out assessment(s) are familiar with and understand the assessment requirements
- ensure that assessments and candidate evidence are clearly organised and accessible to the Internal and External Verifier
- ensure that all City & Guilds documentation is completed when required
- ensure, where several members of staff are involved in the delivery of the qualification, that there is a consistent interpretation of the requirements and standards
- ensure that an appropriate referral policy is in place
- maintain a list of teaching practice locations.

**Tutors:**
The role of the Tutor is to:

- plan, manage and deliver the qualification
• carry out initial assessment on all prospective candidates
• agree with the candidate an action plan/Individual Learning Plan (ILP), based on the candidate’s initial assessment and induction
• ensure that each candidate is aware of the assessment requirements throughout their programme of learning
• ensure that candidates undertake relevant teaching activities to match the qualifications that they are undertaking
• observe the micro-teach/teaching practice delivery (a member of the centre’s programme delivery team may do this). Recordings of the micro-teaching should be maintained for external verification purposes
• give candidates detailed feedback on their delivery, incorporating use of the Observation Report (Appendix 1, Form 6)
• provide guidance and support to candidates on the assessment requirements for each assessment
• ensure that the assessment requirements have been met by the candidate
• provide each candidate with prompt, accurate and constructive feedback within 14 days of submission of each assessment, using the assessment feedback forms provided
• keep accurate and legible records of candidate progress and achievement
• meet with the Centre Co-ordinator and other tutors to share good practice and maintain standards.

**Micro-teach / Teaching Practice Observer**

The role of the Teaching Practice Observer is to:

• ensure that they are familiar with the requirements of the qualification
• observe the candidate’s teaching practice delivery
• give candidates detailed feedback on their delivery, incorporating use of the Observation Report (Appendix 1, Form 6) where appropriate
• make and maintain accurate records of micro-teach / teaching practice observations
• ensure that records are made available for quality assurance purposes.

**Requirements for observers of teaching practice**

Observers must be qualified teachers to ensure they have understanding of the activities they are observing.

Centres must ensure that their observers are:

• fully inducted into the work of the teacher education team
• familiar with the professional standards and qualifications requirements against which they are making judgments
• included in the quality assurance arrangements of the team, with particular reference to:
  o sampling observation reports
  o taking part in standardisation activities directly related to the observation of teaching practice and its relationship to assessment of candidates
• stated on the list of centre staff involved in the qualification, held by the regional office (any additional staff must be made known to the regional office using form APU).

**Mentors:**

• It is recommended that the mentor is a specialist in the relevant field, according to the role of the candidate.
• Mentors should provide support for the professional development of the candidate in context. For example, checking schemes of work, session plans and course development.
**Internal Verifiers:**
The role of the Internal Verifier (IV) is to ensure that:
- all assessments are sampled; the sample should cover all Candidates, Assessors and locations. Centres should use the smallest sample size covering all these factors
- the work of all personnel contributing to the delivery of the programme is sampled by a range of methods to include:
  - monitoring tutors' observations of micro-teach/teaching practice sessions (live and/or recordings where appropriate)
  - discussion with candidates on the learning process and their experiences
  - records of tutorial review sessions (see Appendix 3 for an example)
  - monitoring programme delivery
- records of all sampling activities are monitored and maintained
- standardisation activities take place and that records of these activities are maintained
- a suitable subject specific mentor is appointed to each in-service candidate where applicable to support good practice
- staffing, learning and physical resources are appropriate
- records of achievement (Form 1) and micro-teach / teaching practice logs (Form 6) are completed and kept in portfolios by candidates.

**External Verifiers:**
The role of the External Verifier (EV) is to ensure that:
- initial assessment records are sampled
- centres are following the assessment specifications published by City & Guilds
- centres interpret the unit requirements consistently
- centre documentation meets the requirements of City & Guilds
- centres carry out internal verification of candidate work
- the programme delivery is observed
- a sample of micro-teach / teaching practice is observed
- all assessment questions are sampled and that the sample covers all Candidates, Assessors and locations
- centre standardisation activities take place and are recorded
- candidates are registered with the IfL
- staffing, learning and physical resources are appropriate.

**Equal opportunities**
Access to this qualification is open to all, irrespective of gender, race, religion or creed, age or special needs. The Centre Co-ordinator should ensure that no candidate is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment.

QCA requires City & Guilds to monitor centres to check whether equal opportunities policies are being adhered to. The City & Guilds equal opportunities policy can be found in the Directory of Vocational Qualifications/Product Catalogue. City & Guilds requires that centres approved to offer assessments leading to its qualifications should inform candidates of the existence of this policy.
5 Course design and delivery

5.1 Initial assessment and induction

Centres must ensure that each prospective Level 3/4 PTLLS candidate undergoes an entry assessment before entry onto the course. This is to determine their suitability to undertake the qualification in terms of aptitude and language, literacy, numeracy and ICT skills. The format and content of this assessment should be decided by the centre. The outcomes of the initial assessment should be used to establish prior learning and experience, and preferred learning styles. It should be recorded in the candidate's action plan/Individual Learning Plan (ILP).

Centres must provide language, literacy, numeracy and ICT skills support to candidates where necessary and maintain records of these. Any needs should be established by initial assessment. Centres should then decide on a course of action which may include informal support or requiring the candidate to undertake a formal course, for example Key Skills or Functional Skills.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.
5 Course design and delivery
5.2 Recommended delivery strategies

Delivery
Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way that
• best meets the needs and capabilities of their candidates
• which satisfies the requirements of the qualification
• where appropriate, addresses the wider curriculum.

In particular, staff should consider the skills and knowledge related to the National Occupational Standards, Functional Skills and other related qualifications.

Contact and non-contact hours
According to the rules of the Qualification Credit Framework (PTLLS 6 credits), 30 guided learning hours / contact hours are allocated for programme delivery; this includes group tutorials and the delivery of the theory aspect of the assessments. A further 30 hours is recommended for non-contact time, which will cover the candidates’ individual tutorial support time, developmental activities, research, self-study and teaching practice. A record of the contact hours should be maintained by the centre.

Centres should note that contact and non-contact hours are notional and should be used as a guide. It is at the discretion of individual centres as to how they manage the delivery of the qualification requirements. Provided that these are met, centres have the flexibility to deliver the qualification in as many hours as they deem appropriate. Centres should, however, take into consideration that funding will be based on the recommended contact and non-contact hours.

Delivery of the qualification may be holistic or by section.

When planning delivery of the programme, centres must address all the points of the section aims and content. At level 3, there is no need to cover theorists in too much detail. At level 4, candidates should be encouraged to use their non-contact time for theoretical research and reading.

There is no requirement to deliver the unit sections chronologically or in the order they appear in the Qualification handbook. Provided that the requirements for the qualification are met, tutors may design programmes of study in any way that they feel best meets the needs and capabilities of the candidates. Centres may wish to introduce other topics as part of the programme, for example to meet local needs, which will not be assessed through the assessments.

An observation, by the candidates, of an experienced practitioner could be incorporated as a developmental activity. However, this should not be assessed as part of the assessments, but is regarded as good practice.

The following themes should be taught, where appropriate, as strands running through each of the units within the qualification. Although they are not specifically referred to in the content of individual units, City & Guilds regards these as essential in the teaching of the programme:
• health and safety considerations, in particular the need to impress upon candidates the fact that they must preserve the Health and Safety of others as well as themselves
• Key Skills such as Communication, Application of Number, Information Technology, Working With Others, Improving Own Learning, and Performance and Problem Solving
• Functional Skills (Mathematics, English and ICT)
• inclusion, entitlement and equality issues
• spiritual, moral, social and cultural issues
• environmental education and related European issues.

Micro-teaching / Teaching Practice
Teaching practice is central to the development of teachers and should be subject to careful management by centre staff. This should include:
• ensuring that regulatory requirements are met. For example, teaching in a regulated location, teaching at different levels, the number of hours delivered etc
• ensuring that micro-teaching / teaching practice observations are scheduled to contribute to the ongoing development of the candidate, and to be representative of the performance of the candidate’s role.
• completion of relevant records by Observers at the time of observation, using the recommended pro formas. Form 6 is strongly recommended for use.
• unit content and specification for units undertaken by candidate’s are considered by Observers when planning and recording observations.

Candidates not currently in a teaching role are required to deliver a minimum of 15 minutes micro-teaching. The minimum duration of one session must be 15 minutes. Candidates are permitted, in agreement with and at the discretion of the centre, to deliver more than the minimum 15 minutes if this meets their requirements. This is deemed good practice in further developing the candidates’ confidence when delivering sessions.

The minimum number of candidates for a micro-teach 7303 cohort is four. This is to ensure that each candidate is given the opportunity to deliver teaching to a group and receive peer feedback.

Candidates currently in a teaching role can deliver a minimum of one session, the duration of which must be agreed by the centre, but must not be less than 15 minutes. This session should be observed by the course tutor/observer, who must give feedback and complete the Observation Report (Form 6). Teaching practice must be in an appropriate learning and skills setting and centres must maintain a list of locations. Alternatively, candidates can deliver the micro-teaching session. This is at the discretion of the centre.

City and Guilds strongly recommends that Centres should make a visual recording of at least one of the cohort’s delivery of the micro-teaching / teaching practice session within the practical assessment, to enhance effective self-evaluation, and keep it available for internal and external verification.

Teaching Practice Portfolio
Candidates are encouraged to compile a Teaching Practice Portfolio during their programme of study. The portfolio should be a concise log of micro-teaching / teaching practice undertaken and should include a their log of 15 minutes micro-teaching / teaching practice and evidence relating to their learners / peers, session planning, delivery and evaluation. It will include observations of their teaching by the course team (using Form 6) and their peers (for micro-teaching only using Form 8) for at least 15 minutes of their teaching in total. The Teaching Practice Portfolio is not a mandatory requirement of this Award, but is deemed good practice.
Teaching Practice Observation

Teaching Practice Observers must be qualified in the area that they are observing and must record any outcomes that demonstrate candidates’ approaches to challenging and / or discriminatory behaviours in the learning environment.

The minimum 15 minutes micro-teach / teaching practice delivery must be observed by the Tutor/Observer, who must give feedback and complete an observation report (Form 6 is recommended for use. If an alternative is used, all aspects of Form 6 must be included). For micro-teaching observation, feedback must be given by the candidate’s peer group, using Form 8. There must be a minimum of three peer evaluations for each candidate’s micro-teaching session.

Reflective Learning Journal

Candidates should be encouraged to write a Reflective Learning Journal (RLJ) from the beginning of the programme. Candidates are permitted to use their own journal format during the course or use Appendix 5. Candidates must complete a journal entry after each assessment task (e.g. task 1, task 2, task 3, etc) completed for PTLLS theory and practical assessments and / or each session attended throughout the PTLLS programme.

If candidates are following the assessment strategy based on the RLJ, they must direct the assessor to where they have attempted the requirements of the assessment tasks in their journal and submit it for formative assessment. Their assessor must give on-going feedback on their work.

Use of documentation

City & Guilds strongly recommends that centres use all pro formas provided. Please see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documentation must be agreed with the External Verifier.

Learning resources

Centres must provide an adequate learning environment. Candidates must have access to resources that reflect the level and nature of the qualification. Centres must provide access to a range of reading materials which support the taught content of the qualification. A suggest reading list is provided in Section 5.3 Suggested reading in this publication.

City & Guilds will provide full support for this qualification via www.SmartScreen.co.uk, our online learning portal.
5 Course design and delivery
5.3 Suggested reading

City & Guilds recommends the following resources for the Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (7303) qualification.

### Introductory texts

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
</table>

### Website addresses

- www.cityandguilds.com/qtls
- www.DfES.gov.uk
- www.ifl.ac.uk
- www.lluk.org.uk
- www.lsneducation.org.uk
- www.niace.org.uk
- www.pcat.net
- www.qca.org.uk
- www.smartscreen.co.uk
- www.support4learning.org.uk
- www.tes.co.uk
- www.vark-learn.com

### Journals

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Training Journal</em>, Fenman.</td>
<td></td>
</tr>
<tr>
<td><em>Adults Learning</em>, NIACE (National Institute for Adult Continuing Learning).</td>
<td></td>
</tr>
<tr>
<td><em>t Magazine</em>, an independent publication covering the complete spectrum of work, training and further education, and the links between them.</td>
<td></td>
</tr>
</tbody>
</table>
6 Assessment

6.1 Summary of assessment requirements

For this qualification, candidates will be required to complete the following assessments:

- **one theory** and **one practical** assessment at level 3 or level 4
- **15 minutes** of micro-teaching/teaching practice.

City & Guilds provides the following assessments:

<table>
<thead>
<tr>
<th>Unit No*</th>
<th>Unit title</th>
<th>Assessment Method</th>
<th>Where to obtain assessment materials</th>
</tr>
</thead>
</table>
| Unit 1   | Preparing to teach in the Lifelong Learning Sector | Level 3 theory assessment covering all 5 sections  
Level 3 practical assessment covering all 5 sections  
Level 4 theory assessment covering all 5 sections  
Level 4 practical assessment covering all 5 sections | Available at the end of the unit sections in this qualification handbook |

*To find component numbers for the specified unit above, please refer to the Online Catalogue on Walled Garden ([www.walled-garden.com](http://www.walled-garden.com)).

Candidates must complete all assessment tasks stated in the unit section of this handbook. Level 3 assessment tasks are for candidates undertaking 7303 PTLLS at level 3, and level 4 assessment tasks are for candidates undertaking 7303 PTLLS at level 4. In addition, candidates have the opportunity to achieve at either level 3 or level 4, regardless of the level of the assessment undertaken, should they demonstrate within their assessment the knowledge, skills and competence relevant to the assessment criteria for that level.

Candidates seeking to achieve a level 4 qualification must achieve at level 4 in each individual assessment task in order to gain a level 4 qualification.

Candidates undertake the assessment tasks by:

- completing practical activities **and**
- writing assignments **or** keeping a reflective learning journal

Tasks 1 to 3 of the practical assignment must be evidenced through the activities stated: learning programme; session plans; micro teach/teaching practice session. Tasks 4 to 7 of the practical assignment and tasks 1 to 7 of the theory assignment must be evidenced through a reflective learning journal **or** written assignments. If a candidate has teaching experience or is currently teaching, they will be able to draw on those experiences, along with their learning to meet the assessment requirements.

Candidates must keep a journal throughout the duration of their course. It can be free form or they can use one of the suggested proformas provided. The purpose of the journal is to encourage candidates to reflect on their learning and link it to their current or future practice. Keeping a reflective learning journal is central to being a reflective practitioner and is something candidates will use throughout their career as a teacher or trainer. If the candidate has no teaching experience
or is not currently teaching, they should base their journal entries around their learning on programme, and around their chosen specialist subject.

The reflective learning journal is where candidates record the journey they travel throughout their PTLLS programme.

**Candidates following the journal-based assessment strategy**
Candidates must direct the assessor to where in their journal they have attempted the assessment tasks. They should then submit it for formative assessment. Their assessor must give on-going feedback on their work.

Full information on the assessment tasks is contained in the unit section of this handbook.

**Grading and marking**
Grading of assessments for this qualification is **pass** or **refer**.
7 The unit
7.1 About the unit sections

Structure of unit sections
The PTLLS qualification at both level 3 and level 4 is made up of one unit, consisting of five sections.

The unit sections are written in a standard format and comprise the following:
- section title
- section reference
- section aim
- section content
- assessment criteria
- assignment questions relevant to the section
- examples of teaching and learning strategies
- guidance on micro-teaching and observation (where relevant to the section)
- grading
- relationship to the Standards.
## The unit

### The unit sections

<table>
<thead>
<tr>
<th>Section number</th>
<th>Section title</th>
<th>Mandatory/Optional section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand own role, responsibilities and boundaries of role in relation to teaching</td>
<td>Mandatory</td>
</tr>
<tr>
<td>2</td>
<td>Understand teaching and learning approaches in the specialist area</td>
<td>Mandatory</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate session planning skills</td>
<td>Mandatory</td>
</tr>
<tr>
<td>4</td>
<td>Understand how to deliver inclusive sessions which motivate learners</td>
<td>Mandatory</td>
</tr>
<tr>
<td>5</td>
<td>Understand the use of different assessment methods and the need for record keeping</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

**Total credit value**

(On completion of all five sections) **6 credits**
Unit 1  Preparing to teach in the Lifelong Learning Sector

Section 1 Understand own role, responsibilities and boundaries of role in relation to teaching

Section aim
The aim of this section is to enable the candidate to understand the role of the teacher and relevant legislative requirements.

Section content
Centres should include the following in the delivery of this section:

• the teacher's role, responsibilities and boundaries in planning, managing and delivering learning, based around the teaching/training cycle
• ice breaker activities
• the importance of learning styles and individual differences in learning
• issues of entitlement, equality, differentiation, inclusivity and diversity, and ways to promote inclusion
• the learning environment, e.g. college, institution, community, work and practice-based
• the concepts of adult teaching
• points of referral available to learners
• key aspects of current, relevant legislation: generic, e.g. health & safety, equal opportunities, child protection, data protection; legislation related to the candidate's area of specialism
• record keeping.

Assessment criteria
At Level 3 the candidate must be able to:

• explain their own role and responsibilities, and the boundaries of their own role as a teacher
• identify key aspects of relevant and current legislative requirements and codes of practice within a specific context
• identify other points of referral available to meet the potential needs of learners
• identify issues of equality and diversity and ways to promote inclusion
• explain the need for record keeping.

At Level 4 the candidate must be able to:

• review their own role and responsibilities, and the boundaries of their own role as a teacher
• summarise key aspects of relevant and current legislative requirements and codes of practice within a specific context
• review other points of referral available to meet the potential needs of learners
• discuss issues of equality and diversity and ways to promote inclusion
• justify the need for record keeping.
Assignment questions relevant to this section
At Level 3 candidates must:
• describe what their role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle
• identify the key aspects of current legislation and codes of practice relevant to their subject and the type of organisation within which they would like to work
• explain how they could promote inclusion, equality and diversity with their current/future learners
• identify other points of referral available to meet the potential needs of learners
• explain the need for keeping records and describe the types of records they would maintain.

At Level 4 candidates must:
• review what their role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle
• summarise the key aspects of current legislation and codes of practice relevant to their subject and the type of organisation within which they would like to work
• discuss how they could promote inclusion, equality and diversity with their current/future learners.
• review other points of referral available to meet the potential needs of learners
• review the need for keeping records and describe the types of records they would maintain.

Examples of teaching and learning strategies
Teaching and learning strategies could include:
• ice breaker activities
• group discussions/activities
• micro-teaching
• presentations
• simulations
• case studies
• completion of learning-style questionnaires
• workshop activities
• reading
• research activities
• role play.

Assessment
This section will be assessed by two assessments covering:
• theory. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
• practical skills. The practical assessment must be issued towards the start of the programme, this is to enable the candidate to plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this unit.

Group work is not acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.
Grading
Grading of assessments for this unit will be pass or refer.

Relationship to the Standards
This section contributes towards the knowledge and understanding required by LLUK's Professional Standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England:
- AK6.1, AP6.1
- FK1.1, FP1.1
- AK3.1
- AK7.1, AK7.2.
Unit 1  Preparing to teach in the Lifelong Learning Sector
Section 2  Understand teaching and learning approaches in the specialist area

Section aim
The aim of this section is to enable the candidate to understand teaching and learning approaches.

Section content
Centres should include the following in the delivery of this section:
• teaching and learning approaches for individuals and groups
• how to embed Functional Skills in specialist areas, e.g. English, Maths and ICT
• challenges, barriers and attitudes to learning
• the learning environment
• use of resources, e.g. presentation software, overhead projector, whiteboard, learning materials etc.

Note: candidates do not need to design their own learning materials/handouts for their micro-teach/teaching practice delivery session.

Assessment criteria
At Level 3 the candidate must be able to:
• identify relevant approaches to teaching and learning in relation to the specialist area
• explain ways to embed elements of Functional Skills in the specialist area
• justify the selection of teaching and learning approaches for a specific session.

At Level 4 the candidate must be able to:
• identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area
• evaluate a range of ways to embed elements of Functional Skills in the specialist area
• evaluate the teaching and learning approaches for a specific session.

Assignment questions relevant to this section
At Level 3 candidates must:
• identify and justify the reasons behind their choice of teaching and learning approaches and use of resources in relation to the specialist area for one of the delivered sessions
• explain ways to embed elements of Functional Skills in their specialist area.

At Level 4 candidates must:
• deliver a session identifying, adapting and using relevant approaches to teaching and learning in their specialist area
• evaluate a range of ways to embed elements of Functional Skills in their specialist area
• evaluate the teaching and learning approaches for their observed session.
Examples of teaching and learning strategies
Teaching and learning strategies could include:
• ice breaker activities
• group discussions/activities
• micro-teaching
• presentations
• simulations
• case studies
• completion of learning-style questionnaires
• workshop activities
• reading
• research activities
• role play.

Assessment
This section will be assessed by two assessments covering:
• theory. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
• practical skills. The practical assessment must be issued towards the start of the programme, this is to enable the candidate to plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this unit.

Group work is not acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

Grading
Grading of assessments for this unit will be pass or refer.

Relationship to the Standards
This section contributes towards the knowledge and understanding required by LLUK’s Professional Standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England:
• CK3.1, CP3.1
• CK3.3
Unit 1  Preparing to teach in the Lifelong Learning Sector
Section 3  Demonstrate session planning skills

Section aim
The aim of this section is to enable the candidate to plan and prepare teaching and training sessions.

Section content
Centres should include the following in the delivery of this section:
- the range of organisations that provide learning
- individual needs and differentiation
- writing realistic aims/objectives and outcomes
- how to structure, plan and produce a learning programme/scheme of work
- how to structure and produce session plans.

Assessment criteria
At Level 3 the candidate must be able to:
- plan a teaching and learning session which meets the needs of individual learners
- justify the selection of resources for a specific session.

At Level 4 the candidate must be able to:
- plan a teaching and learning session which meets the needs of individual learners
- evaluate how the planned session meets the needs of individual learners
- analyse the effectiveness of resources for a specific session.

Assignment questions relevant to this section
At Level 3 candidates must:
- produce a learning programme/scheme of work in their subject area, for a minimum of six sessions (the length of each session is to be agreed between the candidate and tutor).
- produce session plan(s) (these can be from the scheme of work or different) for a minimum of 30 minutes. This should be a combination of two 15 minutes sessions, or one 30 minute session for micro-teaching, or one session of at least 15 minutes for teaching practice.

At Level 4 candidates must:
- produce a learning programme/scheme of work in their subject area, for a minimum of six sessions. The length of each session is to be agreed between the candidate and tutor
- produce at least one session plan for a minimum of 30 minutes from the scheme of work
- after delivery of the observed session, evaluate how it met the needs of individual learners and analyse the effectiveness of the resources used.

Examples of teaching and learning strategies
Teaching and learning strategies could include:
- ice breaker activities
- group discussions/activities
- micro-teaching
• presentations
• simulations
• case studies
• completion of learning-style questionnaires
• workshop activities
• reading
• research activities
• role play.

Assessment
This section will be assessed by two assessments covering:
• theory. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
• practical skills. The practical assessment must be issued towards the start of the programme, this is to enable the candidate to plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this unit.

Group work is not acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

Grading
Grading of assessments for this unit will be pass or refer.

Relationship to the Standards
This section contributes towards the knowledge and understanding required by LLUK's Professional Standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England:
• DK1.2, DP1.2
• DK3.1, DP3.1.
Unit 1 Preparing to teach in the Lifelong Learning Sector

Section 4 Understand how to deliver inclusive sessions which motivate learners

Section aim
The aim of this section is to enable the candidate to understand how to deliver inclusive sessions which motivate learners, and to engage in reflective practice.

Section content
Centres should include the following in the delivery of this section:

- consolidation of learning from Sections 1, 2 and 3
- how to create a good working relationship with learners
- the importance of communication skills and motivation
- setting ground rules
- ways of reviewing own progress and performance
- ways of providing feedback
- opportunities for professional development.

Note: ground rules do not need to be demonstrated as part of the micro-teach/teaching practice delivery session.

Assessment criteria
At Level 3 the candidate must be able to:

- explain ways to establish ground rules with learners which underpin behaviour and respect for others
- use a range of appropriate and effective teaching and learning approaches to engage and motivate learners
- explain and demonstrate good practice in giving feedback
- communicate appropriately and effectively with learners
- reflect and evaluate the effectiveness of own teaching.

At Level 4 the candidate must be able to:

- analyse different ways to establish ground rules with learners which underpin behaviour and respect for others
- use a range of and effective teaching and learning approaches to engage and motivate learners
- explain different methods in giving feedback
- demonstrate good practice in giving feedback
- communicate appropriately and effectively with learners
- reflect on and evaluate the effectiveness of own teaching, making recommendations as appropriate.
Assignment questions relevant to this section
At **Level 3** candidates must:

- explain the ways in which they would establish ground rules with their learners, which underpin behaviour and respect for others
- deliver micro-teach/teaching practice sessions, demonstrating a selection of teaching and learning approaches to engage and motivate learners. They need to communicate appropriately and effectively with their learners. The same planned session is not to be delivered more than once (minimum total 30 minutes of delivery)
- obtain feedback from peers and tutor/observer, completing a self-evaluation to reflect and evaluate the effectiveness of their teaching role. Give feedback to their peers regarding their delivery (peer feedback is applicable to micro-teach sessions only)
- complete a reflective learning journal after each assessment and / or session attended throughout the PTLLS programme. (Candidates may choose their own format for learning journals throughout the programme, however, Form 8 should be used to summarise each assessment)
- at the end of the programme, complete a summative profile and action plan.

Centres are strongly recommended to make a visual recording of at least one of the candidate’s micro-teach/teaching practice sessions. It may be beneficial for candidates to view the recording in their own time to enhance effective self-evaluation. The recording should also be used to provide additional evidence for the internal and external verifier.

Delivery excludes time for preparing and clearing the area and feedback from peers and the observer. All delivered sessions must be observed by the tutor or a member of the programme team (except the Internal Verifier).

At **Level 4** candidates must:

- analyse different ways in which they would establish ground rules with their learners, which underpin behaviour and respect for others
- deliver micro-teaching / teaching practice sessions, demonstrating a selection of teaching, learning and feedback approaches to engage and motivate learners. They need to communicate appropriately and effectively with their learners. (Minimum 15 minutes of delivery.)
- obtain feedback from the tutor/observer, completing a self-evaluation to reflect and evaluate the effectiveness of their teaching role
- complete a reflective learning journal after each assessment and / or session attended throughout the PTLLS programme. (Candidates may choose their own format for learning journals throughout the programme, however, Form 8 should be used to summarise each assessment)
- at the end of the programme, complete a summative profile and action plan.

Centres are strongly recommended to make a visual recording of at least one of the candidate’s micro-teach/teaching practice sessions. It may be beneficial for candidates to view the recording in their own time to enhance effective self-evaluation. The recording should also be used to provide additional evidence for the internal and external verifier.

Delivery excludes time for preparing and clearing the area and feedback from peers (micro-teaching) and the observer. All delivered sessions must be observed by the tutor or a member of the programme team (except the internal verifier).

**Examples of teaching and learning strategies**
Teaching and learning strategies could include:
- ice breaker activities
• group discussions/activities
• micro-teaching
• presentations
• simulations
• case studies
• completion of learning-style questionnaires
• workshop activities
• reading
• research activities
• role play.

Assessment
This section will be assessed by two assessments covering:

• **theory.** This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.

• **practical skills.** The practical assessment must be issued towards the start of the programme, this is to enable the candidate to plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this unit.

Group work is not acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

Grading
Grading of assessments for this unit will be **pass** or **refer**.

Relationship to the Standards
This section contributes towards the knowledge and understanding required by LLUK’s *Professional Standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England*:

• BK1.2, BP1.2
• BK2.2, BP2.2
• EK4.1, EP4.1
• BK3.1, BP3.1, BK3.2, BP3.2
• BK2.6, BP2.6
Unit 1 Preparing to teach in the Lifelong Learning Sector
Section 5 Understand the use of different assessment methods and the need for record keeping

Section aim
The aim of this section is to enable the candidate to understand the use of different assessment methods and the need for record keeping.

Section content
Centres should include the following in the delivery of this section:
• different assessment methods, e.g. observation, questions, tests etc
• the use of assessment methods in different contexts, e.g. formal and informal
• types of assessment, e.g. initial, formative, summative
• types of assessment records.

Note: candidates do not need to design or use formal assessment during their micro-teach/teaching practice delivery session.

Assessment criteria
At Level 3 the candidate must be able to:
• identify different assessment methods
• explain the use of assessment methods in different contexts, including reference to initial assessment
• explain the need for record keeping in relation to assessment.

At Level 4 the candidate must be able to:
• review a range of different assessment methods
• evaluate the use of assessment methods in different contexts, including reference to initial assessment
• justify the need for record keeping in relation to assessment.

Assignment questions relevant to this section
At Level 3 candidates must:
• state the different assessment methods available and explain the ones they would use for their subject area, including reference to initial assessment.
• state the types of assessment records they would complete and explain why.

At Level 4 candidates must:
• review a range of different assessment methods available and evaluate the ones they would use for their subject area, including reference to initial assessment
• justify the types of assessment records they would complete and explain why.
Examples of teaching and learning strategies
Teaching and learning strategies could include:
• ice breaker activities
• group discussions/activities
• micro-teaching
• presentations
• simulations
• case studies
• completion of learning-style questionnaires
• workshop activities
• reading
• research activities
• role play.

Assessment
This section will be assessed by two assessments covering:
• theory. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
• practical skills. The practical assessment must be issued towards the start of the programme, this is to enable the candidate to plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this unit.

Group work is not acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

Grading
Grading of assessments for this unit will be pass or refer.

Relationship to the Standards
This section contributes towards the knowledge and understanding required by LLUK’s Professional Standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England:
• EK1.1, EP1.1
• EK1.2, EP1.2
• EK5.1, EP5.1, EK5.2, EP5.2
About this assessment
This assessment is to be used to assess candidates undertaking the theory section of Unit 1 Preparing to teach in the Lifelong Learning Sector at Level 3. Pro formas recommended for use with this assessment are provided in Appendix 1.

This assessment can be taken by pre-service or in-service candidates. Pre-service candidates may answer hypothetically, basing their responses around their chosen specialist subject.

Instructions for Candidates
Candidates are required to complete the following tasks listed below. The tasks may be completed in any order and marked formatively throughout the programme. Written tasks can be undertaken through the completion of the reflective learning journal or by written assignments.

1. Describe what your role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle. Suggested word count: 300-500 words.
2. Identify the key aspects of current legislative requirements and codes of practice relevant to your subject and the type of organisation within which you would like to work. Suggested word count: 150-250 words.
3. Explain how you could promote inclusion, equality and diversity with your current/future learners. Identify other points of referral available to meet the potential needs of learners. Suggested word count: 200-300 words.
4. Explain the ways in which you would establish ground rules with your learners, and which underpin behaviour and respect for others. Suggested word count: 150-250 words.
5. Explain ways to embed elements of Functional Skills in your specialist area. Suggested word count: 200-300 words.
6. Explain the need for keeping records and describe the types of records you would maintain. Suggested word count: 200-400 words.
7. State the different assessment methods available and explain the ones you would use for your subject area, including reference to initial assessment. State the types of assessment records you would complete and explain why. Suggested word count: 300-500 words.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document Access to Assessment available to download from www.cityandguilds.com.
Centres are strongly recommended to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

**Grading**
Grading of assessments for this unit is **pass** or **refer**.
About this assessment
This assessment is to be used to assess candidates undertaking the practical section of Unit 1 Preparing to teach in the Lifelong Learning Sector at Level 3. Pro formas recommended for use with this assessment are provided in Appendix 1.

Instructions for Candidates
Candidates are required to complete the following tasks listed below. The tasks may be completed in any order and marked formatively throughout the programme. Written tasks can be undertaken through the completion of the reflective learning journal or by written assignments.

1. Produce a learning programme/scheme of work in your subject area, for a minimum of six sessions (the length of each session is to be agreed between yourself and your tutor).
   Use Form 3 in Appendix 1, or equivalent.

2. Produce session plan(s) (these can be from the scheme of work or different) for a minimum of 15 minutes.
   Use Form 4 in Appendix 1, or equivalent.

3. Deliver the micro-teach/teaching practice session(s), demonstrating a selection of teaching and learning approaches to engage and motivate learners. You need to communicate appropriately and effectively with learners. You must not deliver the same planned session more than once (total 30 minutes of delivery).

4. Explain and justify the reasons behind your choice of teaching and learning approaches and use of resources for one of your delivered sessions.
   Suggested word count: 150-250 words.

5. Obtain feedback from your peers and tutor/observer, and complete a self evaluation to reflect and evaluate the effectiveness of your own teaching. Give feedback to your peers regarding their delivery. (Peer feedback is applicable to micro-teach sessions only).
   Use Forms 6 and 7 in Appendix 1.

6. Complete a reflective learning journal after each assessment task completed and / or session attended throughout the PTLLS programme.
   Use Appendix 5.

7. At the end of the programme, complete a summative profile and action plan.
   Use Form 9 in Appendix 1.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds’ policy document Access to Assessment available to download from www.cityandguilds.com.

Centres are strongly recommended to make a visual recording of at least one of the micro-teach/teaching practice delivery sessions. It may be beneficial for candidates to view the recording.
in their own time to enhance effective self-evaluation. The recording should also be used to provide additional evidence for the Internal and External Verifier.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

**Grading**
Grading of assessments for this unit is **pass** or **refer**.
About this assessment

This assessment is to be used to assess candidates undertaking the theory section of Unit 1 Preparing to teach in the Lifelong Learning Sector at Level 4. Pro formas recommended for use with this assessment are provided in Appendix 1.

This assessment can be taken by pre-service or in-service candidates. Pre-service candidates may answer hypothetically, basing their responses around their chosen specialist subject.

Instructions for Candidates

Candidates are required to complete the following tasks listed below. The tasks may be completed in any order and marked formatively throughout the programme. Written tasks can be undertaken through the completion of the reflective learning journal or by written assignments.

1. Review what your role, responsibilities and boundaries as a teacher would be in terms of the teaching/training cycle.  
   Suggested word count: 500-700 words.

2. Summarise the key aspects of current legislative requirements and codes of practice relevant to your subject and the type of organisation within which you would like to work.  
   Suggested word count: 250-350 words.

3. Discuss issues of equality and diversity and ways to promote inclusion with your learners.  
   Review other points of referral available to meet the potential needs of learners.  
   Suggested word count: 300-400 words.

4. Analyse different ways in which you would establish ground rules with your learners, which underpin behaviour and respect for others.  
   Suggested word count: 250-350 words.

5. Evaluate a range of ways to embed elements of Functional Skills in your specialist area.  
   Suggested word count: 300-400 words.

6. Justify the need for keeping records and describe the types of records you would maintain.  
   Suggested word count: 400-600 words.

7. Review a range of different assessment methods available and explain the ones you would use for your subject area. Evaluate the use of assessment methods in different contexts, including reference to initial assessment. Justify the types of assessment records you would complete and explain why.  
   Suggested word count: 400-600 words.

At Level 4, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory/principles and practice
- evidence of research and reading
• evidence of consideration of practice that is in accordance with professional values
• an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended). Writing should be concise, and candidates should provide evidence of careful planning.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds’ policy document Access to Assessment available to download from [www.cityandguilds.com](http://www.cityandguilds.com).

**Grading**

Grading of assessments for this unit is **pass** or **refer**.
Unit 1   Preparing to teach in the Lifelong Learning Sector
Level 4 practical assessment

About this assignment
The assignment tasks listed below are to be used to assess candidates undertaking the practical assignment of Preparing to Teach in the Lifelong Learning Sector at Level 4. Proformas recommended for use with this assessment are provided in Appendix 1.

Instructions for Candidates
Candidates are required to complete the tasks in any order. They should be assessed formatively throughout the programme. Written tasks can be undertaken through the completion of the reflective learning journal or by written assignments.

1 Produce a learning programme/scheme of work in your subject area, for a minimum of six sessions (the length of each session is to be agreed between yourself and your tutor).
   Use Form 3 in Appendix 1, or equivalent.

2 Produce at least one session plan for a minimum of 30 minutes, from the scheme of work
   Use Form 4 in Appendix 1, or equivalent.

3 Deliver the micro-teach/teaching practice session(s), identifying, adapting and using relevant approaches to engage and motivate learners in relation to your specialist area. You need to communicate appropriately and effectively with learners (total minimum 30 minutes of delivery).

4 Evaluate the teaching and learning approaches and effectiveness of resources for your observed session. Evaluate how your session met the needs of individual learners.
   Suggested word count: 250-450 words.

5 Explain the different methods of giving feedback and demonstrate good practice in giving feedback to your peers. Complete a self evaluation to reflect on and evaluate the effectiveness of your own teaching and feedback methods. (Peer feedback is applicable to micro-teach session only).
   Use Forms 6 and 7 in Appendix 1.
   Suggested word count: 250-450 words.

6 Complete a reflective learning journal after each assessment task completed and / or session attended throughout the PTLLS programme.
   Use Appendix 5.

7 At the end of the programme, complete a summative profile and action plan.
   Use Form 9 in Appendix 1.

At Level 4, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:
• an understanding of the relationship between theory/principles and practice
• evidence of research and reading
• evidence of consideration of practice that is in accordance with professional values
• an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended). Writing should be concise, and candidates should provide evidence of careful planning.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds’ policy document Access to Assessment available to download from www.cityandguilds.com.

Centres are strongly recommended to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

Centres are strongly recommended to make a visual recording of at least one of the micro-teach/teaching practice delivery sessions. It may be beneficial for candidates to view the recording in their own time to enhance effective self-evaluation. The recording should also be used to provide additional evidence for the Internal and External Verifier.

**Grading**

Grading of assessments for this unit will be pass or refer.
City & Guilds provides the following explanation of terms which are used in this *Qualification handbook*:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action plan</td>
<td>A formal agreement between a tutor and learner setting out what will be achieved with target dates</td>
</tr>
<tr>
<td>Aim</td>
<td>General statement outlining what the trainer hopes to achieve during the session or programme of training</td>
</tr>
<tr>
<td>Analyse</td>
<td>Examining something in detail to discover meaning and/or essential features</td>
</tr>
<tr>
<td>AP(E)L</td>
<td>Accreditation of Prior (Experiential) Learning</td>
</tr>
<tr>
<td>Assessment</td>
<td>Process of measuring the achievement of learners</td>
</tr>
<tr>
<td>Assessment methods</td>
<td>Instrument chosen to assess a given outcome, e.g. written test, skills tests, observation of learner performance, reports and questioning</td>
</tr>
<tr>
<td>Assessment records</td>
<td>Documents used to record the outcome of an assessment, e.g. an organisation pro forma or observation report</td>
</tr>
<tr>
<td>Assessor</td>
<td>The person making a decision as to a candidate’s competence</td>
</tr>
<tr>
<td>Associate Teacher</td>
<td>A person in a teaching role that carries fewer responsibilities than the ‘full teaching’ role and whose role and responsibilities are to teach mainly in one or more of the following ways:</td>
</tr>
<tr>
<td></td>
<td>• from a defined and prescribed programme and/or with fewer responsibilities in the design of learning materials and the course programme than the Full Teacher</td>
</tr>
<tr>
<td></td>
<td>• on a one-to-one basis</td>
</tr>
<tr>
<td></td>
<td>• delivers a programme confined to a particular level or subject or type of learner</td>
</tr>
<tr>
<td></td>
<td>• delivers short courses of less than three months; which lead to non-accredited and/or vendor specific awards; or that provide on successful completion less than three credits on accredited programmes.</td>
</tr>
<tr>
<td></td>
<td>Please refer to LLUK guidance, available from <a href="http://www.lluk.org.uk">www.lluk.org.uk</a>, for further detail on this named role.</td>
</tr>
<tr>
<td>Candidate</td>
<td>Person who is studying and being assessed for a City &amp; Guilds qualification</td>
</tr>
<tr>
<td>Critical Path Analysis</td>
<td>Logical sequence of steps needed to go through to complete a final task</td>
</tr>
<tr>
<td>Coaching</td>
<td>Normally a one-to-one or small group activity which involves the tutor in a close observation of the learner’s performance and giving advice and guidance</td>
</tr>
<tr>
<td>Communication</td>
<td>The transfer of information, from one person to another, with the intention of bringing about a response</td>
</tr>
<tr>
<td>Competence</td>
<td>Ability to do something to a set agreed standard, normally measured by undertaking an observable process or producing a final product (see assessment methods)</td>
</tr>
<tr>
<td>Contact hours</td>
<td>The number of hours allocated for programme delivery; including group tutorials and the delivery of the theory aspect of the assessments</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>CPD</td>
<td>Continuous Professional Development</td>
</tr>
<tr>
<td>CTLLS</td>
<td>The acronym for the Certificate in Teaching in the Lifelong Learning Sector</td>
</tr>
<tr>
<td>Describe</td>
<td>Providing a detailed statement or account of something, e.g. a teacher’s responsibilities in the teaching/training cycle</td>
</tr>
<tr>
<td>Diagnostic assessment</td>
<td>The assessment methods used to discover strengths and weaknesses in a learners work and determine future action</td>
</tr>
<tr>
<td>Demonstrate/ demonstration</td>
<td>Showing learners the best way to undertake a task or develop a skill by illustrating how it is done by actual performance</td>
</tr>
<tr>
<td>Diagnostic meeting</td>
<td>Meeting to determine the present level of skills and knowledge of a learner and, normally, to determine a future programme for further development</td>
</tr>
<tr>
<td>Discuss</td>
<td>An exploration of issues in either speech or writing</td>
</tr>
<tr>
<td>DTLLS</td>
<td>The acronym for the Diploma in Teaching in the Lifelong Learning Sector</td>
</tr>
<tr>
<td>E-learning</td>
<td>Electronic learning – learning which is supported or enhanced through the application of information and communication technology</td>
</tr>
<tr>
<td>E-learning online</td>
<td>Electronic learning via an intranet or the internet</td>
</tr>
<tr>
<td>E-learning on-site</td>
<td>Electronic learning in the organisation’s own learning environment using ICT</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Gathering information to give a measure of the effectiveness of the training that has been delivered</td>
</tr>
<tr>
<td>Explain</td>
<td>A reasoned account which justifies/clarifies an issue and/or points of an issue</td>
</tr>
<tr>
<td>External Verifier</td>
<td>Appointed by City &amp; Guilds to ensure that all assessments undertaken with centres are fair, valid, consistent and meet the requirements of the standards</td>
</tr>
<tr>
<td>Feedback</td>
<td>Written or oral information given to learners regarding their progress</td>
</tr>
<tr>
<td>Formative assessment</td>
<td>On-going assessment carried out throughout a programme of learning</td>
</tr>
<tr>
<td>Full Teacher</td>
<td>A person in a teaching role that carries the ‘full range’ of teaching responsibilities in the classroom and who teaches:</td>
</tr>
<tr>
<td></td>
<td>• from their own designed and evaluated programme materials</td>
</tr>
<tr>
<td></td>
<td>• across a range of levels, subjects and learner types</td>
</tr>
<tr>
<td></td>
<td>• across or contributes to a range of programmes of varying lengths.</td>
</tr>
<tr>
<td></td>
<td>Please refer to LLUK guidance, available from <a href="http://www.lluk.org.uk">www.lluk.org.uk</a>, for further detail on this named role.</td>
</tr>
<tr>
<td>Ground rules</td>
<td>Agreed codes of behaviour between the teacher and the learner. Usually agreed at the beginning of the programme, e.g. non-use of mobile phones</td>
</tr>
<tr>
<td>Group</td>
<td>Learners being taught together (three or more)</td>
</tr>
<tr>
<td>Holistic report</td>
<td>A written statement reflecting a candidate’s experience</td>
</tr>
<tr>
<td>Ice breakers</td>
<td>Fun and light-hearted ways of introducing learners to each other</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology – the combination of computing and communication technologies (including computer networks, telephone systems and the internet)</td>
</tr>
<tr>
<td>Identify</td>
<td>Determining the factors or features of an activity, requirement, issue and/or a point</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>IFL</td>
<td>Institute for Learning. The professional body for teachers and trainers in the Learning and Skills sector</td>
</tr>
<tr>
<td>ILP</td>
<td>Individual Learning Programme (see also, Action plan)</td>
</tr>
<tr>
<td>ILT</td>
<td>Information and Learning Technology – the use of information and communication technologies to support learner activities</td>
</tr>
<tr>
<td>Initial assessment</td>
<td>A way of ascertaining learning styles. Assessment methods used to discover strengths and areas for development in a learner’s work and determine future action. A means of measuring a learner’s ability, e.g. a literacy test</td>
</tr>
<tr>
<td>In-service</td>
<td>Denotes those who are delivering teaching/training whether paid or unpaid</td>
</tr>
<tr>
<td>Institution/organisation</td>
<td>The establishment where the teacher is working with learners. This will normally be a school, a college of further or higher education, a private training or education establishment, a company with in house training provision, adult or community or work-based setting</td>
</tr>
<tr>
<td>Instruct/ instruction</td>
<td>Where the tutor tells the learner what to do to achieve a particular skill or objective</td>
</tr>
<tr>
<td>Internal Verifier</td>
<td>Appointed by a centre to ensure that all assessments undertaken within the centre are fair, valid, consistent and meet the requirements of the standards</td>
</tr>
<tr>
<td>Internet</td>
<td>Worldwide computer network</td>
</tr>
<tr>
<td>Intranet</td>
<td>An organisation’s own network</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology – the computer infrastructure, hardware and software used to process data and deliver information</td>
</tr>
<tr>
<td>Justify</td>
<td>To give reason and/or explanation for an activity, process, theory etc</td>
</tr>
<tr>
<td>Learner/student</td>
<td>Person who is being taught or trained</td>
</tr>
<tr>
<td>Learning sessions</td>
<td>A period of input by a teacher using a variety of methods such as lessons, practical etc</td>
</tr>
<tr>
<td>Learning programme</td>
<td>Scheme of work, programme of work or study</td>
</tr>
<tr>
<td>Learning style</td>
<td>Particular way in which an individual prefers to learn, e.g. visual, aural, kinesthetic</td>
</tr>
<tr>
<td>List of resources</td>
<td>Black board, white board, text books, handouts, overhead projector, ICT etc</td>
</tr>
<tr>
<td>LLLUK</td>
<td>The sector skills council (SSC) for lifelong learning in the UK</td>
</tr>
<tr>
<td>Mentor</td>
<td>Person giving one-to-one support to a learner</td>
</tr>
<tr>
<td>Methods of assessment</td>
<td>Observations, questions, simulations, witness testimony, work products, professional discussion, prior experience, candidate discussion, projects, assessments, tests etc</td>
</tr>
<tr>
<td>Micro-teaching</td>
<td>Delivery to peers in a learning setting</td>
</tr>
<tr>
<td>Motivation</td>
<td>How a learner is disposed towards learning, extrinsic-external reasons for learning, intrinsic-internal desire to learn for self fulfilment</td>
</tr>
<tr>
<td>Multi-media</td>
<td>The use of various types of equipment to present text, graphics, video, animation and sound in an integrated way</td>
</tr>
<tr>
<td>Non-contact hours</td>
<td>This covers the candidate’s individual tutorial support time, developmental activities, research, self-study and teaching practice</td>
</tr>
<tr>
<td>Non-verbal communication</td>
<td>Any communication that does not involve the spoken word, e.g. body language, facial expression</td>
</tr>
<tr>
<td>Objective</td>
<td>A statement of what will be learned as a result of the training received</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>On-the-job</td>
<td>In the working environment</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Tutor centred learning</td>
</tr>
<tr>
<td>Peer group</td>
<td>Others within the candidate’s learning group</td>
</tr>
<tr>
<td>Plenary session</td>
<td>Reviewing stage where all the learners involved in an exercise/activity are assembled together to share their views and conclusions</td>
</tr>
<tr>
<td>Pre-service</td>
<td>Denotes those with no current teaching practice or experience</td>
</tr>
<tr>
<td>Pro forma</td>
<td>Blank form for use by candidates/assessors</td>
</tr>
<tr>
<td>PTLLS</td>
<td>The Award in Preparing to Teach in the Lifelong Learning Sector (previously referred to as a ‘passport’ or ‘initial award’)</td>
</tr>
<tr>
<td>QTLS Framework</td>
<td>Qualified Teacher, Learning and Skills Framework.</td>
</tr>
<tr>
<td>Qualitative</td>
<td>Quality information obtained by open questions, reports and discussions</td>
</tr>
<tr>
<td>Quality assurance</td>
<td>A means of checking learners’ work by internal and external verification</td>
</tr>
<tr>
<td>Quantitative</td>
<td>Quantity information obtained by closed questions, results from tests and other data gathering techniques</td>
</tr>
<tr>
<td>Rationale</td>
<td>The defining aim and/or reason for a unit or outcome</td>
</tr>
<tr>
<td>Reliability</td>
<td>Consistency of measurement achieved by the use of an assessment method</td>
</tr>
<tr>
<td>Review</td>
<td>A critical assessment of the uses of, for example, a methodology appropriate to the applied context.</td>
</tr>
<tr>
<td>Session plan</td>
<td>Plan prepared by the trainer prior to delivery of a training session</td>
</tr>
<tr>
<td>Skills</td>
<td>An organised pattern of mental and/or physical activity. Examples of skills include practical, numerical, decision-making and social</td>
</tr>
<tr>
<td>Skills analysis</td>
<td>See Task analysis</td>
</tr>
<tr>
<td>SMART</td>
<td>Specific, Measurable, Achievable, Realistic, Time bound</td>
</tr>
<tr>
<td>Summarise</td>
<td>A brief account of the main issues/points explored and/or examined</td>
</tr>
<tr>
<td>Summative assessment</td>
<td>An assessment made to determine the final level of achievement. Often done by a final test or examination</td>
</tr>
<tr>
<td>Synchronous learning</td>
<td>Learning that takes place in an environment where the tutor and learner are simultaneously present, perhaps at different locations, but communicating with each other in real time</td>
</tr>
<tr>
<td>Task analysis</td>
<td>Breakdown of a task/job into its component skills (sometimes referred to as skills analysis)</td>
</tr>
<tr>
<td>Teaching practice</td>
<td>The time allocated for candidates to demonstrate and build confidence in teaching/training other learners. This could include where a candidate has sole responsibility for an individual or a group, teaches in front of/within a group to different groups/learners/levels, from pre-prepared or own designed curriculum materials, whether in paid or unpaid employment</td>
</tr>
<tr>
<td>Teaching/ training cycle</td>
<td>System approach which includes five inter-linked stages: identify needs, plan and design learning, deliver, assess and evaluate</td>
</tr>
<tr>
<td>Teacher/Trainer/Tutor</td>
<td>Person who is helping the learner to achieve a desired state/standard/competence. Person who is advising, supporting and assessing the candidate</td>
</tr>
<tr>
<td>VACSR</td>
<td>Valid, Authentic, Current, Sufficient, Reliable</td>
</tr>
<tr>
<td>Validity</td>
<td>Extent to which an assessment method measures what it is supposed to measure</td>
</tr>
<tr>
<td>VARK</td>
<td>Visual, Aural, Read/write, Kinesthetic</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Virtual classroom</td>
<td>Online learning environment where tutors and learners interact</td>
</tr>
<tr>
<td>Visual aid</td>
<td>Visual support material used to enhance the learning session, e.g. overhead transparency, diagram, slide projection, photograph/picture, video/film, model, computer program, interactive internet page (including audio visual equipment)</td>
</tr>
</tbody>
</table>
### Form 1 Record of achievement: assessments

<table>
<thead>
<tr>
<th>Candidate Name</th>
<th>Enrolment number</th>
<th>Centre Name</th>
<th>Centre number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Credit value</th>
<th>Pass/Refer</th>
<th>Marker signature and date</th>
<th>IV signature and date (if sampled)</th>
<th>EV signature and date (if sampled)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(tasks 1-7 must be</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>successfully achieved)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2: Practical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(tasks 1-7 must be</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>successfully achieved)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total credit value for the achievement of the Award in Preparing to Teach in the Lifelong Learning Sector (7303): 6**

Name of Tutor/Assessor: .................................................................
Name of Subject Mentor: .................................................................
Name of Internal Verifier: ...............................................................

**Certification can now be claimed for all successful assessments.**

Signed (Internal Verifier) .................................................. Date .................
Appendix 1 Forms
Form 2 Assessment front sheet and feedback record
PTLLS Level 3 / 4

Theory/Practical Assessment No: ____________________________________________

Candidate name __________________________________________________________

Enrolment number _________________________________________________________

Date issued _____________________________ Date submitted ______________________

I confirm that the evidence for this assessment is authentic and a true representation of my own work.

Signature of candidate …………………………………………….. Date …………………

Marker’s feedback:
Continue on separate if necessary, see overleaf
Marker and IV signature (IV if sampled) must be signed on the following page.
Marker's feedback:
(Continued from previous page)

Marker's name: 
Grade: 
Date: 

Resubmission date (if referred): 
Grade: 
Date: 

IV's name (if sampled): 
(a separate IV record must be completed for each assessment sampled) 
Date: 

58  Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (7303)
### Appendix 1  
**Forms**  
**Form 3**  
**Scheme of work**

<table>
<thead>
<tr>
<th>Teacher</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course/Qualification</th>
<th>Group</th>
<th>Duration: from – to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No of Sessions</th>
<th>Delivery hours</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aim of course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (7303)*
<table>
<thead>
<tr>
<th>Dates</th>
<th>Objectives/learning outcomes</th>
<th>Activities and resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The learner will:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Session plan

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Date</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/topic</td>
<td>Time</td>
<td>Duration</td>
</tr>
<tr>
<td>Aim</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timing</th>
<th>Objectives/learning outcomes</th>
<th>Resources</th>
<th>Teacher activities</th>
<th>Learner activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The learner will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timing</td>
<td>Objectives/learning outcomes</td>
<td>Resources</td>
<td>Teacher activities</td>
<td>Learner activities</td>
<td>Assessment</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
<td>-----------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>The learner will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Form 5  
Self evaluation: session plan

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for development</th>
<th>Action and improvements required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1  Forms  
Form 6  PTLLS Observation report

This is a three page pro forma.

<table>
<thead>
<tr>
<th>Name of candidate</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aim of session (as on session plan)</th>
<th>Length of session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A total minimum of 15 minutes of micro-teaching/teaching practice must be observed</th>
<th>Length of observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Preparation

<table>
<thead>
<tr>
<th>Did the candidate</th>
<th>Y/N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>check the environment and resources beforehand?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>take into account any health &amp; safety issues?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ensure there were enough resources for all learners?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have a session plan to show: aim/objectives/learning outcomes?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Delivery

<table>
<thead>
<tr>
<th>Did the candidate</th>
<th>Y/N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>deliver an introduction, main content and conclusion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>establish and maintain a rapport with the individual/group?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrate knowledge of their subject?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>take into account different learning styles, e.g. VARK?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the candidate</td>
<td>Y/N</td>
<td>Comments</td>
</tr>
<tr>
<td>------------------</td>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>use a range of activities as appropriate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use relevant resources as appropriate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>communicate clearly and effectively?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appear confident and professional?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>take into account entitlement, equality, differentiation, inclusivity and diversity?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monitoring**

<table>
<thead>
<tr>
<th>Did the candidate</th>
<th>Y/N</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask questions and involve the individual/group where appropriate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>give positive feedback where relevant?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>summarise the session?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>achieve their aim/objective/learning outcomes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clear the area afterwards?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified opportunities for learners to provide feedback?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluate their session?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Give examples of how learning took place:


Overall feedback:


Observer signature: ………………………… Name: ……………………………… Date: ………………. 
### Appendix 1  Forms

**Form 7**

Self evaluation:  
Micro-teaching / teaching practice delivery

<table>
<thead>
<tr>
<th>Session date</th>
<th>Delivered by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of session</strong></td>
<td><strong>Length of session</strong></td>
</tr>
</tbody>
</table>

**Strengths:**

**Areas for development:**

**Action required to improve the same session for the future:**

Candidate signature: .......................................................... Date: .................
**Appendix 1 Forms**

**Form 8**

Peer group/tutor evaluation and feedback: Micro-teaching/theory assessment

<table>
<thead>
<tr>
<th>Session date</th>
<th>Delivered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of session</td>
<td>Length of session</td>
</tr>
</tbody>
</table>

**Strengths:**

**Areas for development:**

**Action required to improve the same session for the future:**

This feedback can remain confidential, or you may sign your name if you wish.

Name: .................................................. Signature: ...................................
This form is to be completed at the end of the course programme.

<table>
<thead>
<tr>
<th>Candidate name</th>
<th>Tutor name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**My overall development and strengths as a result of attending this programme:**

**Personal statement:** Where I am now, the subject I wish to deliver, and what I wish to do in the future:

**Action Plan:** What I intend to do now to help me gain a teaching / training position or progress with my teaching / training career:

Candidate signature: ........................................... Date: .................................
Appendix 2  Professional discussion

Name of candidate

Qualification

Assessor name

Areas to be covered within the discussion

<table>
<thead>
<tr>
<th>Areas to be covered within the discussion</th>
<th>Reference to questions</th>
</tr>
</thead>
</table>

Outline record of professional discussion content (use additional sheets as required)

| Outline record of professional discussion content | |
|---------------------------------------------------| |
### Outline record of professional discussion content (use additional sheets as required)

<table>
<thead>
<tr>
<th>Start time</th>
<th>Finish time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Counter reference (if recording used):**

- **Start number**: ...
- **End number**: ...

---

**The above is an accurate record of the discussion.**

- **Candidate signature**: ..................  
  **Date**: ..................................

- **Assessor signature**: ....................  
  **Date**: ..................................

- **Internal Verifier signature (if sampled)**: ..........  
  **Date**: ..................................
## Appendix 3  Example tutorial review

<table>
<thead>
<tr>
<th>Name of candidate:</th>
<th>Name of tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General comments/update from last tutorial:**

<table>
<thead>
<tr>
<th>Issues discussed today:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action required:</th>
<th>By when:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutor signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Appendix 4  Tutor tracking sheet

Enter dates of successful completion of each assessment.

**Level of qualification** ……………………………………..

<table>
<thead>
<tr>
<th>Candidate name</th>
<th>Assessment one: Theory L3 / L4</th>
<th>Assessment two: Practical L3 / L4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q1 Q2 Q3 Q4 Q5 Q6 Q7</td>
<td>Q1 Q2 Q3 Q4 Q5 Q6 Q7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5  Reflective learning journal

A Reflective Learning Journal **must** be completed after **each** theory / practical assessment task (e.g. task 1, task 2, task 3, etc) and / or each session attended throughout the PTLLS programme. Candidates are permitted to use their own journal format or use this pro forma.

**Name of candidate**

<table>
<thead>
<tr>
<th>The main points from this journal fit into assessment task no:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The main points I have learnt from this session / assessment are:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How I could develop my practical skills as a result of this session / assessment:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How I could develop my knowledge and understanding as a result of this session / assessment:</th>
</tr>
</thead>
</table>

Candidate signature: .........................................................  Date: .........................................................
Appendix 6  Unit declaration

Unit no:  Unit title:

Candidate declaration:

I confirm that the evidence listed for this unit is authentic and a true representation of my own work.

Candidate name: ………………………………………………………………………………………………………
Candidate enrolment number: ……………………………………………………………………………………………
Candidate signature: ………………………………………………………………………………………………… Date: ………………………

Assessor declaration:

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. (Where there is more than one Assessor, the Co-ordinating Assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient (VACSR).

Assessor name: …………………………………………………………………………………………………………………
Assessor signature: ………………………………………………………………………………………………………………… Date: ………………………
Countersignature: (if relevant) ………………………………………………………………………………………………… Date: ………………………

Internal Verifier declaration:

This section to be left blank if sampling of this unit did not take place.
I have internally verified the assessment work on this unit in the following ways (please tick):
☐ sampling candidate and assessment evidence
☐ observation of assessment practice
☐ discussion with candidate
☐ other – please state:

I confirm that the candidate's sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.
☐ Not sampled

Internal Verifier name: …………………………………………………………………………………………………………
Internal Verifier signature: ……………………………………………………………………………………………………… Date: ………………………
Countersignature: (if relevant) ……………………………………………………………………………………………………… Date: ………………………
Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>The Qualifications and Curriculum Authority</td>
<td><a href="http://www.qca.org.uk">www.qca.org.uk</a></td>
</tr>
<tr>
<td>Scotland</td>
<td>The Scottish Qualifications Authority</td>
<td><a href="http://www.sqa.org.uk">www.sqa.org.uk</a></td>
</tr>
<tr>
<td>Wales</td>
<td>The Department for Education, Lifelong Learning and Skills Wales</td>
<td><a href="http://www.new.wales.gov.uk">www.new.wales.gov.uk</a></td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>The Council for Curriculum, Examinations and Assessment</td>
<td><a href="http://www.ccea.org.uk">www.ccea.org.uk</a></td>
</tr>
</tbody>
</table>
Appendix 8 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in Providing City & Guilds qualifications - a guide to centre and qualification approval, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in Providing City & Guilds qualifications.
Appendix 9  Summary of City & Guilds assessment policies

Health and safety
The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities
It is a requirement of centre approval that centres have an equal opportunities policy (see Providing City & Guilds qualifications).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in Providing City & Guilds qualifications, in the Online Catalogue, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment
Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' Access to assessment and qualifications guidance and regulations document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.
**Appeals**

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier and/or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.
City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>For higher level qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>England</strong></td>
<td>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning. Further information on funding is available on the Learning and Skills Council website at <a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a> and, for funding for a specific qualification, on the Learning Aims Database <a href="http://providers.lsc.gov.uk/lad">http://providers.lsc.gov.uk/lad</a>.</td>
<td>Contact the Higher Education Funding Council for England at <a href="http://www.hefce.ac.uk">www.hefce.ac.uk</a>.</td>
</tr>
<tr>
<td><strong>Scotland</strong></td>
<td>Colleges should contact the Scottish Further Education Funding Council, at <a href="http://www.sfc.co.uk">www.sfc.co.uk</a>. Training providers should contact Scottish Enterprise at <a href="http://www.scottish-enterprise.com">www.scottish-enterprise.com</a> or one of the Local Enterprise Companies.</td>
<td>Contact the Scottish Higher Education Funding Council at <a href="http://www.shefc.ac.uk">www.shefc.ac.uk</a>.</td>
</tr>
<tr>
<td><strong>Wales</strong></td>
<td>Centres should contact the department for education, lifelong learning and skills: <a href="http://www.new.wales.gov.uk">www.new.wales.gov.uk</a></td>
<td>Centres should contact the department for education, lifelong learning and skills: <a href="http://www.new.wales.gov.uk">www.new.wales.gov.uk</a></td>
</tr>
<tr>
<td><strong>Northern Ireland</strong></td>
<td>Please contact the Department for Employment and Learning at <a href="http://www.delni.gov.uk">www.delni.gov.uk</a>.</td>
<td>Please contact the Department for Employment and Learning at <a href="http://www.delni.gov.uk">www.delni.gov.uk</a>.</td>
</tr>
</tbody>
</table>
# Appendix 11  City & Guilds contacts

<table>
<thead>
<tr>
<th>City &amp; Guilds websites</th>
<th>Address</th>
<th>Purpose and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds main website</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
<td>This is the main website for finding out about the City &amp; Guilds group, accessing qualification information and publications.</td>
</tr>
<tr>
<td>City &amp; Guilds QTLS website</td>
<td><a href="http://www.cityandguilds.com/qlts">www.cityandguilds.com/qlts</a></td>
<td>This is the dedicated City &amp; Guilds website for providing the latest information and related publications on the new QTLS framework for the Lifelong Learning Sector.</td>
</tr>
<tr>
<td>SmartScreen</td>
<td><a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a></td>
<td>SmartScreen is the City &amp; Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.</td>
</tr>
<tr>
<td>Walled Garden</td>
<td><a href="http://www.walled-garden.com">www.walled-garden.com</a></td>
<td>The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.</td>
</tr>
</tbody>
</table>

## Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

<table>
<thead>
<tr>
<th>e-mail</th>
<th>Query types</th>
</tr>
</thead>
</table>
| learnersupport@cityandguilds.com | all learner enquiries, including  
  • requesting a replacement certificate  
  • information about our qualification  
  • finding a centre. |
| centresupport@cityandguilds.com | all centre enquiries |
| walledgarden@cityandguilds.com | all enquiries relating to the Walled Garden, including  
  • setting up an account  
  • resetting passwords. |
## Useful contacts

<table>
<thead>
<tr>
<th>Type</th>
<th>Contact</th>
<th>Query</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UK learners</strong></td>
<td>T: +44 (0)844 543 0033</td>
<td>• General qualification information</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>International learners</strong></td>
<td>• General qualification information</td>
</tr>
<tr>
<td></td>
<td>T: +44 (0)20 7294 2885</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 2413</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Centres</strong></td>
<td>• Exam entries</td>
</tr>
<tr>
<td></td>
<td>T: +44 (0)844 543 0000</td>
<td>• Entries</td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 2413</td>
<td>• Enrolments</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></td>
<td>• Invoices</td>
</tr>
<tr>
<td></td>
<td><strong>Single subject qualifications</strong></td>
<td>• Missing or late exam materials</td>
</tr>
<tr>
<td></td>
<td>T: +44 (0)844 543 0000</td>
<td>• Certificates</td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 2413</td>
<td>• Invoices</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
<td>• Missing or late exam materials</td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 2404 (BB forms)</td>
<td>• Incorrect exam papers</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
<td>• Forms request (BB, results entry)</td>
</tr>
<tr>
<td></td>
<td><strong>International awards</strong></td>
<td>• Exam date and time change</td>
</tr>
<tr>
<td></td>
<td>T: +44 (0)20 7294 2885</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 2413</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Walled Garden</strong></td>
<td>• Re-issue of password or username</td>
</tr>
<tr>
<td></td>
<td>T: +44 (0)844 543 0000</td>
<td>• Technical problems</td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 2405</td>
<td>• Entries</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></td>
<td>• Results</td>
</tr>
<tr>
<td></td>
<td><strong>Employer</strong></td>
<td>• GOLA</td>
</tr>
<tr>
<td></td>
<td>T: +44 (0)121 503 8993</td>
<td>• Navigation</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:business_unit@cityandguilds.com">business_unit@cityandguilds.com</a></td>
<td>• User/menu option problems</td>
</tr>
<tr>
<td></td>
<td><strong>Publications</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>T: +44 (0)844 543 0000</td>
<td>• Logbooks</td>
</tr>
<tr>
<td></td>
<td>T: +44 (0)844 543 0033</td>
<td>• Centre documents</td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 3387</td>
<td>• Forms</td>
</tr>
<tr>
<td></td>
<td><strong>If you have a complaint, or any suggestions for improvement about any of the services that City &amp; Guilds provides, email:</strong> <a href="mailto:feedbackandcomplaints@cityandguilds.com">feedbackandcomplaints@cityandguilds.com</a></td>
<td>• Free literature</td>
</tr>
</tbody>
</table>