6302-04

Level 4 Award in Preparing to Teach in the Lifelong Learning Sector

Qualification guide

Tutor: Leo Africano

Scheme of Work for PTLLS at SOTA (Thursdays 17:30 - 20:30)

Tutor: Leo Africano / 0777 5 404 733 / learningwithleo@gmail.com / http://ptlls-leo.weebly.com

Online tutorials: Fridays 10:00 am - 12:00 noon

Course Title:	Award in Preparing to Teach in the Lifelong Learning Sector 6302 – Level 4			Course duration: 48 hours (16 weeks)
Units	Unit 008 Roles, responsibilities and relationships in lifelong learning (3 credits)	Unit 009 Understanding inclusive learning and teaching in lifelong learning (3 credits)	Unit 010 Using inclusive learning and teaching approaches in lifelong learning (3 credits)	Unit 012 Principles of assessment in lifelong learning (3 credits)
Aims	Enable the learner to understand the role and responsibilities of a teacher in lifelong learning and the relationship between different professionals in lifelong learning. It includes responsibility for maintaining a safe and supportive learning environment for learners.	Enable the learner to understand teaching and learning strategies and approaches in lifelong learning, and how to use these to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners.	Enable the learner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.	Enable the learner to understand, in accordance with regulations permitting qualification of teachers at level 3, types and methods of assessment used in lifelong learning, ways to involve learners in the assessment process and the requirement to keep assessment records.

Session Number	DATE	TOPIC	CONTENT	FOCUS ON UNIT	RESOURCES	ASSESSMENT
1	7 Feb 2013	Introduction	Outline of the course Initial assessment Learning styles Ice breakers Reflective Journal	008	IWB Power Point Handouts Qualification guide VLE	Set assignment 1: Roles and responsibilities of a teacher (008)
2	14 Feb 2013	Roles and responsibilities	Teaching cycle Roles and responsibilities Legislation Boundaries Relationship to other professionals	008	IWB VLE Internet Laptop Handouts	
3	21 Feb 2013	Legislation	Equality and Diversity Safeguarding Health and Safety Ground rules Referral	008, 009	IWB VLE Power Point Videos IAG Directory	

4	28 Feb 2013	Concepts of adult learning	Unit 008 review Andragogy v Pedagogy Identifying learning needs Barriers to learning	009	IWB Power Point VLE – Videos Flipchart	Set assignment 2: Inclusive learning (009)
5	7 Mar 2013	Inclusive teaching and learning	Differentiation Personalised learning Functional skills Learner motivation	009, 010	IWB, Power Point Videos Flipchart VLE	Submit assignment 1: Roles and responsibilities of a teacher (008)
6	14 Mar 2013	Communication	Communication strategies Body language Types of feedback Consolidation of learning	009, 010	IWB VLE Handouts Flipchart Post-it notes	
7	21 Mar 2013	Learners' delivery	10 minute presentation (any topic of learner's choice) Tutor and peers feedback Reflection and action plan	010	As required	Set assignment 3: 20 minute micro-teach (010)
8	28 Mar 2013	Learners' delivery	11 minute presentation (any topic of learner's choice) Tutor and peers feedback Reflection and action plan	010	As required	Submit draft of assignment 2: Inclusive learning (009)
	4 Apr 2013	Easter Break				
	11 Apr 2013	Easter Break				
9	18 Apr 2013	Assessment	Types of assessment Assessment methods Types of assessment records Record keeping	012	IWB - VLE Power Point Flipchart Handouts	Submit assignment 2: Inclusive learning (009)
10	25 Apr 2013	Assessment 2 + Lesson planning	Review of assessment types and methods SMART learning targets Structuring, planning and producing a lesson plan	012	IWB VLE Power Point Laptop Internet	Set assignment 4: Principles of assessment (012)

11	2 May 2013	Tutorials	Individual learning plan Feedback on assignments Action plan	All units	ILPs / Tutorial forms Laptop Paperwork	
12	9 May 2013	Tutorials	Individual learning plan Feedback on assignments Action plan	All units	ILPs / Tutorial forms Laptop Paperwork	
13	16 May 2013	Micro-teach	Learners' 20 minute micro-teach session Learners' observation and evaluation of peers micro-teach sessions	010	IWB Power Point Laptop Internet Other as required	
14	23 May 2013	Micro-teach	Learners' 20 minute micro-teach session Learners' observation and evaluation of peers micro-teach sessions	010	IWB Power Point Laptop Internet Other as required	Submit assignment 4: Principles of Assessment (012)
	30 May 2013	Summer Half Term				
15	6 Jun 2013	Micro-teach	Learners' 20 minute micro-teach session Learners' observation and evaluation of peers micro-teach sessions	010	IWB Power Point Laptop Internet Other as required	Submit assignment 3: 20 minute micro-teach and forms 3, 4, 5, 6, 7 and 10
16	13 Jun 2013	Final session	Portfolio sign off Progression routes (CTLLS & DTLLS) Evaluation of the programme		ILPs Evaluation forms Handouts IWB	Submit portfolio

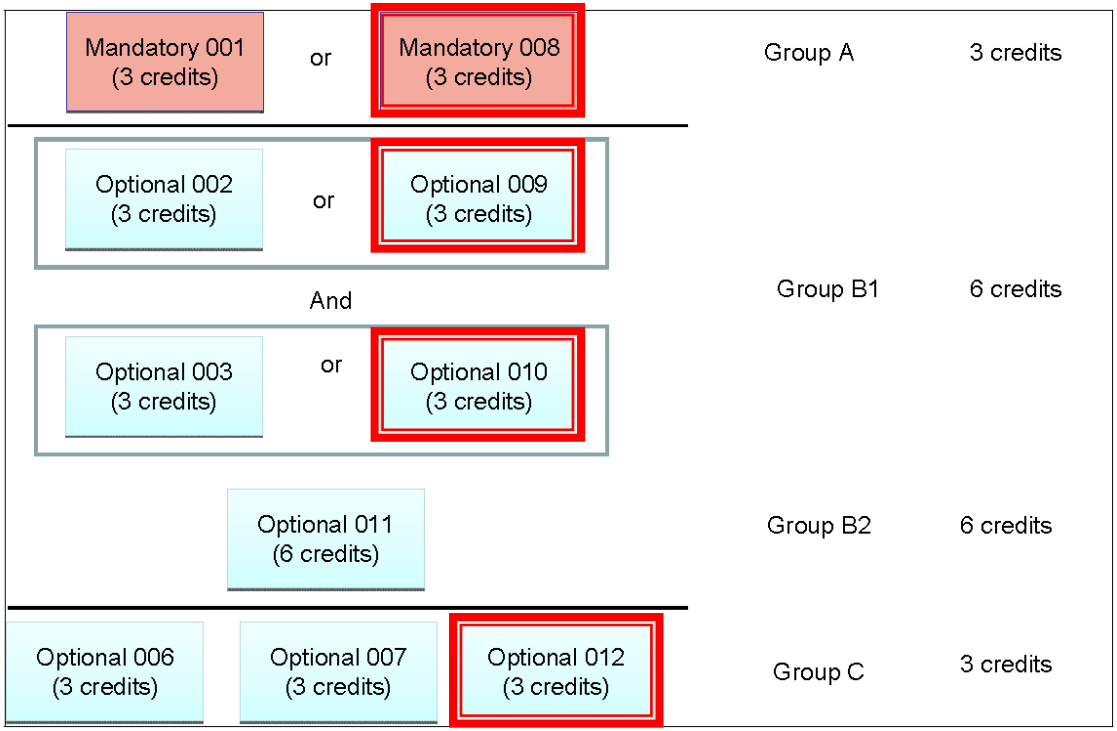
Differentiation & Personalised Learning	1. Specific learning needs will be identified on Initial Assessment 2. Learning programme will be planned and delivered to meet individual learning needs 3. Learning resources and activities will include a variety of learning styles 4. Alternative methods of assessment will be considered for learners with special requirements 5. Equality and diversity will be fully embedded in all lessons 6. Grouping strategies will be used to maximise learner engagement, participation and peer support 7. All learners will be tasked to maximise their level of ability 8. Learners will receive individual one-to-one and online support to complete assignments 9. Tutor will use ILT in the classroom to enhance the learning experience and online resources will be available for students to access outside the classroom via the course VLE 10. Learners will receive feedback on strengths as well as areas for development, and also guidance on how to improve 11. Health and safety will be covered throughout the course. Learners will be aware of how to stay safe 12. Health and well-being will be fully embeded throughout the course, enabling learners to be aware of the benefits of learning 13. Safeguarding will be explained during sessions. Learners will be aware of how to respond and/or report issues.					

Units

To achieve the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector learners must achieve a total of 12 credits:

- 3 credits from 001 or 008
- 6 credits from (002 or 009) and (003 or 010) or 6 credits from 011
- 3 credits from 006, 007, 012.

N.B. a learner must have a minimum of 9 credits at Level 4 in order to achieve a **Level 4 Award**.



Level descriptors

The descriptors provided below should be applied to knowledge evidence by learners, tutors, assessors and quality assurance.

Level 3 learning would include:

1. Knowledge of relevant principles, and where appropriate theories, that apply in this field.
2. Evidence of appropriate reading relating to principles, theories and practice.
3. Consideration of how professional values impact on working in this area.
4. Evidence of a reflective approach.

Level 4 learning would include:

1. The relationship between theory/principles and practice in the context of their role/future role.
2. A planned approach to reading and research.
3. Evidencing a coherent view of the role.
4. A style of presentation which involves adequate referencing to essential sources.
5. Reflection on own practice grounded upon reading.

Unit 008 - Roles, responsibilities and relationships in lifelong learning (level 4)

1.1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
1.2 Analyse own responsibilities for promoting equality and valuing diversity
1.3 Evaluate own role and responsibilities in lifelong learning
1.4 Review own role and responsibilities in identifying and meeting the needs of learners

2.1 Analyse the boundaries between the teaching role and other professional roles
2.2 Review points of referral to meet the needs of learners
2.3 Evaluate own responsibilities in relation to other professionals

3.1 Explain how to establish and maintain a safe and supportive learning environment
3.2 Explain how to promote appropriate behaviour and respect for others

Task A Guidance document

Produce a guidance document for inclusion in an induction pack aimed at new members of teaching staff that will:

a) Summarise key aspects of legislation, regulatory requirements and codes of practice relevant to the role and responsibilities of the teacher (ref. 1.1)
b) Analyse the boundaries between the teaching role and other professional roles (ref. 2.1)
c) Review points of referral to meet the needs of learners (ref. 2.2)
d) Explain how to promote appropriate behaviour and respect for others (ref. 3.2)

You can produce the guide in any written format of your choice and may include tables, charts and diagrams where appropriate.

Task B Reflective account

Provide a reflective account explaining your role and responsibilities as a teacher in relation to the following:

a) Promoting equality and valuing diversity (ref. 1.2)
b) Lifelong learning (ref. 1.3)
c) Identifying and meeting the needs of learners (ref. 1.4)
d) Other professionals (ref. 2.3)
e) Maintaining a safe and supportive learning environment. (ref. 3.1)

Your reflective account may be in any written format of your choice.

Unit 009 – Understanding inclusive learning and teaching in lifelong learning (level 4)

1.1 Analyse learning and teaching strategies used in own specialism
1.2 Evaluate the effectiveness of approaches to learning and teaching in own specialist area in meeting needs of learners
1.3 Evaluate aspects of inclusive learning

2.1 Analyse inclusive approaches to learning and teaching
2.2 Analyse how to select resources to meet the needs of learners
2.3 Explain how to create assessment opportunities that meet the needs of learners
2.4 Review how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills

3.1 Explain how to engage and motivate learners in an inclusive learning environment
3.2 Explain how to establish ground rules with learners to promote respect for others
3.3 Review ways to give constructive feedback to motivate learners

Task A Research report

Carry out research into inclusive learning and teaching in lifelong learning. Using your research, produce a written report of your findings which should include:

a) An evaluation of aspects of inclusive learning (ref. 1.3)
b) An analysis of inclusive approaches to learning and teaching (ref. 2.1)
c) An explanation of how to motivate and engage learners in an inclusive learning environment (ref. 3.1)
d) An explanation of how to establish ground rules with learners to promote respect for others (ref. 3.2)
e) A review of how to give constructive feedback to motivate learners (ref. 3.3)
f) A review of how to provide opportunities for learners to practice their literacy, numeracy and ICT skills. (ref. 2.4)

Your report should demonstrate your understanding of how your research links coherently to these aspects the inclusive learning and teaching role.

Your report may be presented in any written format of your choice and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task B Professional journal entry

You have delivered a teaching session covering for a colleague on sick leave. It was the first time you had worked with this group of learners, however the class was within your skill specific area.

Within the group there was an ESOL learner, a learner with dyslexia, a learner who receives learning support and a learner with disruptive tendencies.

You are required to write a journal entry [separate from Reflective journal] for your professional development file, which should include:

a) An analysis of
- The learning and teaching strategies used (ref. 1.1)
- How you selected resources to meet the needs of learners. (ref. 2.2)

b) An explanation of how you created assessment opportunities that met the needs of learners. (ref. 2.3)
c) An evaluation of the effectiveness of your approaches to learning and teaching in meeting the needs of learners. (ref.1.2)

Your journal entry may be presented in any written format of your choice.

Unit 010 – Using inclusive learning and teaching approaches in lifelong learning (level 4)

1.1 Plan a session for learning and teaching that meets the needs of learners
1.2 Justify the selection of approaches to meet the needs of learners

2.1 Demonstrate inclusive learning and teaching approaches to engage an motivate learners
2.2 Demonstrate the use of appropriate resources to support inclusive learning and teaching
2.3 Use assessment methods to support learning and teaching
2.4 Communicate with learners to meet their needs and aid their understanding
2.5 Provide constructive feedback to learners

3.1 Review own approaches to delivering inclusive learning and teaching
3.2 Analyse how own inclusive learning and teaching practice can be improved to meet the needs of learners

Evidence requirements

1) A completed session plan for a 20 minute session. Your plan must identify resources and assessment.

2) A justification of the approaches to learning and teaching taken. The session must involve learners, and be observed by a tutor from the PTLLS course team.

3) Use the feedback provided by the tutor, and your peers to reflect on your approaches to inclusive learning, and identify areas for improvement. Your reflection must include references to principles, theories and professional values. Please use the pro-formas provided in Appendix 3 of your handbook.

Guidance

You must deliver a 20 minute micro-teaching session, and observers others delivering.

Twenty minutes is quite a short time, so do not try to create too much content for delivery. Also, focus clearly on the needs of your learners and how they will learn, rather than on what you want to say. Your session must include some use of assessment. When teaching, it is important to keep to time.

Forms The following forms should be used and are provided in Appendix 3 of your guide:

Form 3 - Session Plan
Form 4 - Self Evaluation of Session Plan
Form 5 - PTLLS Observation Record
Form 6 - Self evaluation: Micro-teaching/teaching practice delivery
Form 7 - Peer group evaluation and feedback: Micro-teaching/teaching practice delivery
Form 10 or Reflective Learning Journal entry

Unit 012 – Principles of assessment in lifelong learning (level 4)

1.1 Analyse how types of assessment are used in lifelong learning
1.2 Analyse how assessment methods are used in lifelong learning
1.3 Evaluate strengths and limitations of assessment methods to meet individual learner needs

2.1 Evaluate how to involve the learner in the assessment process
2.2 Analyse the role of peer and self-assessment in the assessment process

3.1 Explain the need to keep records of assessment of learning
3.2 Summarise requirements for keeping records of assessment in an organisation

Task A Research report

Carry out research into assessment in lifelong learning.

Using your research, provide a written report of your findings and include:

a) an analysis of:
- Initial, formative and summative assessment (ref.1.1)
- At least **four** different assessment methods appropriate to your skill specific area, evaluating their strengths and limitations in meeting individual learning needs (ref.1.2, 1.3)
- The role of peer assessment and self-assessment with a reflective account of how you might use it within the assessment process (ref 2.2)

b) a written evaluation of how you would involve learners in the assessment process at different stages of the assessment cycle (ref.2.1)

c) an explanation of the need to keep records of assessment for learning (3.1)

d) a summary of the requirements for keeping records of assessment in an organisation (3.2)

Your report should demonstrate your understanding of how your research links coherently to these aspects of the assessor role.

The report can take any written format of your choice and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing such as a bibliography, citing and quotes.

Task B Reflective account

Provide a reflective account of what you have learnt from your own assessment during the PTLLS programme.

FORM 3 - LESSON PLAN

Course Title:		**Unit:**		**Session Topic:**	
Start time:		**End time:**		**Group size:**	
Room:		**Date:**		**Tutor:**	
Aims:					

Timing	**Objectives / outcomes** (the learner will)	**Tutor Activity**	**Learner Activity**	**Resources**	**Assessment**	**Differentiation**

Justification of approaches to learning:

Form 4 Self-evaluation of Session Plan

Strengths	Areas for development	Action and improvements required

Form 5 PTLLS Observation Record

Name of Learner:		**Date:**	
Name of Observer:		**Date:**	
Aim of session (as on session plan)		**Length of session:**	
A total minimum of 15 minutes of micro-teaching/teaching practice must be observed		**Length of observation:**	

Comments	**References to criteria**

Development suggestions

Observer signature:	**Name:**	**Date:**
Learner signature:	**Name:**	**Date:**

Form 6 Self-evaluation

Micro-teaching/teaching practice delivery

Session date: _____ **Delivered by:** _____

Title of session: **Length of session:**

Strengths:

Areas for development:

Action required to improve the same session for the future:

Name: _____ **Date:** _____

Learner signature:

Form 7 Peer group evaluation and feedback

Micro-teaching/teaching practice delivery

Session date: _____ **Delivered by:** _____

Title of session: **Length of session:**

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: _____ **Date:** _____

Signature:

Form 10 Reflective Learning Journal

This form should be used to record your reflections as you progress through your qualification. You should link your reflections to reading, principles, theories and professional values as relevant.

Analysis of challenges that I faced in unit/task:
How I dealt with this, and why I took this approach:
What went well and why:
What I need to do to improve and how I plan to do this:

Learner signature: _____ **Date:** _____

Assessor feedback:

Recommended reading

Gravells A (2008) *Preparing to Teach in the Lifelong Learning Sector – Level 3 Coursebook*. Learning Matters.

Wilson L (2008) *Practical Teaching: A Guide to PTLLS and CTLLS.* Cengage Learning.

Other books of interest

Curzon L. B, (2003) *Teaching in Further Education,* Continuum International Publishing Group.

Daines J, Daines C & Graham B, (2006) *Adult Learning, Adult Teaching*. Welsh Academic Press.

Minton, David, (2000), *Teaching Skills in Further & Adult Education.* Macmillan.

Petty G, (2004) (3rd Ed) *Teaching Today*. Nelson Thornes.

Reece I, Walker S (2007) *Teaching Training and Learning: A Practical Guide.* Business Education Publishers Ltd.

Tummons, Jonathan, (2007), *Assessing Learners in the Lifelong Learning Sector*, Learning Matters.

Wallace, Susan, (2007) Teaching, *Tutoring & Training in the Lifelong Learning Sector.* Third Edition, Learning Matters.