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Guidance and unit

Edexcel Level 3 BTEC Award in Preparing to Teach in the Lifelong Learning Sector

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Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

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Contents

Qualification titles covered by this specification

Edexcel Level 3 BTEC Award in Preparing to Teach in the Lifelong Learning Sector

This qualification has been approved for the Qualification and Credit Framework (QCF) and is eligible for public funding for approved centres as agreed with local LSCs. Further information can be gained by contacting local LSCs. The public funding was determined under Sections 96 and 97 of the Learning and Skills Act 2000. The Edexcel Level 3 BTEC Award in Preparing to Teach in the Lifelong Learning Sector has been accredited to the QCF and is eligible for public funding.

The qualification title listed above features in the funding lists published annually by the Government and the regularly updated website www.dfes.gov.uk. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QAN for this qualification is listed in *Annexe A*.

This qualification title is as it will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

List of terms and abbreviations

Terminology/ abbreviation	Description
ACL	Adult and Community Learning (see also PCDL).
APL	Accreditation of Prior Learning.
Assessment criteria *	Statements that enable a judgement to be made about whether the learner has achieved the specified learning outcomes to a particular level.
CAT	Credit Accumulation and Transfer.
CPPD	Continuing Personal and Professional Development.
CRB check	Criminal Records Bureau check — national police check carried out for teachers and those working with young people and vulnerable adults.
Credit *	Credit is a measure of the volume of achievement that a unit represents and is a means of recognising, measuring, valuing and comparing achievement. A credit is awarded to learners for the achievement of whole units. One credit has a notional value of 10 hours of learning.
CTLLS	The Edexcel Level 3/4 BTEC Certificate in Teaching in the Lifelong Learning Sector.
CPD	Continuing Professional Development.
DCSF	Department for Children, Schools and Families.
DfES	Department for Education and Skills (changed in 2007 to DIUS and DCSF).
DIUS	Department for Innovation, Universities and Skills.
DTLLS	The Edexcel Level 4/5 BTEC Diploma in Teaching in the Lifelong Learning Sector.
GLH	Guided learning hours.
HE	Higher education.
IfL	Institute for Learning — the professional body for teachers, trainers and student teachers in the learning and skills sector. Website: www.ifl.ac.uk.
ILP	Individual Learning Plan.
ITT	Initial Teacher Training.
LLUK	Lifelong Learning UK: The Sector Skills Council for this sector. Please refer to website, www.lluk.org.uk.
Learning outcome *	Statements describing those things that a learner is expected to know, understand or be able to do on completion of a learning process.

Terminology/ abbreviation	Description
Level descriptors *	Level descriptors are concerned with the outcomes of learning. They reflect the increasing complexity in each of the broad categories: knowledge and understanding; application and action; and autonomy and accountability. A tool to be used by professionals to guide the development of units.
Micro teaching	The use of a training class of fellow trainee teachers for the purpose of development/assessment of teaching practice.
NLH	Notional Learning Hours.
PCDL	Personal and Community Development and Learning (an alternative term for ACL).
PTLLS	The Edexcel Level 3/4 BTEC Award in Preparing to Teach in the Lifelong Learning Sector: the introductory, 6 credit qualification, and the mandatory unit of the Certificate and Diploma in Teaching in the Lifelong Learning Sector.
QAA	Quality Assurance Agency (for higher education).
QTLS	Qualified Teacher Learning and Skills (the term which describes the status of those who are licensed to practice as a teacher in the sector).
SVUK	Standards Verification UK is a subdivision of LLUK. The main role is to verify and endorse qualifications, for example initial teacher training.
TQF	Teacher Qualification Framework — for further information check the LLUK website.
TSM	Tutor support material — documents provided by Edexcel to give teachers of qualifications guidance for delivery and assessment.

* These explanations are taken from the QCA Guidelines for writing credit-based units of assessment for the Qualifications and Credit Framework tests and trials version 2.

For additional information on terms used within this qualification, please refer to the *Preparing to Teach in the Lifelong Learning Sector* BTEC course textbook and CD ROM, available on registration.

For the purposes of this document, the term 'teacher' is used generically to represent teachers, tutors, trainers, lecturers and instructors in the sector.

For the purposes of this document, 'learner' refers to the person taking the qualification. 'Student' is used to indicate anyone the 'learner' is teaching.

Introduction

This document contains the unit and associated guidance for the Edexcel Level 3 BTEC Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS). The unit sets out the required outcomes and content and includes advice regarding appropriate delivery and assessment strategies. This guidance contains further details of the assessment and quality assurance of these qualifications. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

Background

In March 2006 Lifelong Learning UK (LLUK) produced a new set of professional standards for teaching in the post-16 sector. These standards represented the first step towards the development of a new teacher qualification framework which has continued to develop in line with the targets set out in *Equipping our Teachers for the Future* (DfES, 2004). These now have a new set of standards, newly defined teacher roles and sector-defined units of assessment to sit on the new qualification and credit framework.

The new teaching qualification framework (PTLLS, CTLLS and DTLLS)

The new teaching qualification framework consists of a number of units and differently sized qualifications which have been designed to be appropriate for the different teaching roles. It is possible to build up units to achieve the Diploma.

The starting point for anyone new to teaching is the Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS). This award is available at two levels: 3 and 4, and comprises one 6-credit unit.

Teachers in an associate teacher role will take the Certificate in Teaching in the Lifelong Learning Sector (CTLLS), a 24-credit qualification which is available at two levels: 3 and 4. There is also a requirement for 30 hours of teaching practice.

Teachers in a full teaching role will take the Diploma in Teaching in the Lifelong Learning Sector (DTLLS), which is a 120-credit Level 5 qualification. There is also a requirement for 150 hours of teaching practice.

The levels are designed to enable learners to work at an academic level appropriate to their skills and knowledge. For example, a person who has general qualifications at Level 2 and vocational NVQs at Level 2 would be best suited to the Level 3 PTLLS, whereas a graduate wanting to explore teaching to see if they want to train for a full classroom role would be best suited to the Level 4. Having taken PTLLS a candidate would select which qualification to take next depending on the role anticipated on completion. For further information on the new QCF levels, please see *Annexe D*.

The choice of qualification required depends very much on the role the learner will ultimately be taking. For example, a trainer in a local council who delivers one- or two-day programmes such as 'How to write a report' or 'Health and safety in the office' would need to achieve only the Certificate in Teaching at Level 3, along with their professional recognition from the Institute for Learning. However, a full-time or

part-time FE teacher involved in assessment and curriculum planning would need the full Diploma, as well as the professional recognition. Further details are on the LLUK website: www.lluk.org.uk.

The Licence to Practise

From September 2007 all new teachers must gain a Licence to Practise at the start of their career and the Diploma (or equivalent).

On completion of the Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) a teacher will have the opportunity to claim Qualified Teacher Learning and Skills (QTLS) status through a recognition process managed by the Institute for Learning (IfL).

Once the learner has achieved status of QTLS, the learner can apply for a Licence to Practise after successful completion of a period of professional formation

Further information can be found on the LLUK website: www.lluk.org.uk, and the Institute for Learning website: www.ifl.ac.uk.

Professional Standards

All BTEC courses relating to teaching in the lifelong learning sector are designed to reflect the Professional Standards produced through Lifelong Learning UK. On achievement of QTLS, a learner is recognised as having occupational competence in the sector, which will be demonstrated in a work context. The qualifications can provide areas of underpinning knowledge for the Professional Standards, as well as developing practical skills in preparation for work. In the development of the Teacher Qualifications Framework (TQF) leading to QTLS, there have been a number of links established to the existing qualifications offered through the Learning and Development portfolio of NVQ qualifications in order to build on a widely recognised standard — such as through the assessor and verifier qualifications. Some of these will be adapted to become Optional Units for the framework and for Continuing Professional Development (CPD).

Key features

BTEC Short Course Awards, Certificates and Diplomas are designed to provide focused and specialist work-related qualifications in a range of sectors. The qualification provides a specialist emphasis for learners following a general vocational programme of study. BTEC Short Courses offer qualifications for learners, particularly more mature learners, who wish to follow a short programme of study directly related to their work experience or to an aspect of employment that they wish to move into.

On successful completion of these qualifications, learners may progress into or within employment and/or continue their study in the vocational area.

The unit of learning for PTLLS was designed in collaboration with LLUK.

This qualification offers:

- support for FE teachers and trainers
- opportunities to preserve and build on existing good practice

- opportunities to develop high quality teaching and training which enables all learners to achieve to the best of their ability

- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life

- a specialist resource in the form of a course textbook with CD ROM. There are case studies and activities incorporated into the book, which would enable a candidate to complete a portfolio for assessment. A set of pro formas for portfolio building are included on the CD ROM

- a range of delivery models in the tutor support materials. These encourage blended learning for experienced trainers and teachers

- a basic minimum standard for all those entering the teaching profession in the lifelong learning sector from September 2007

- progression to the Edexcel Certificate or Diploma in Teaching in the Lifelong Learning Sector.

Structure of the qualification

The Edexcel Level 3 BTEC Award in Preparing to Teach in the Lifelong Learning Sector is a 60–hour qualification consisting of a single unit. This qualification is available at Level 3 and provides a basic minimum standard for all those entering the profession of teaching in the lifelong learning sector. To achieve the whole qualification, a learner must successfully complete the unit.

Structure of the Level 3 BTEC Award in Preparing to Teach in the Lifelong Learning Sector			
Mandatory unit	Title	Credit	Level
Unit 1	Preparing to Teach in the Lifelong Learning Sector	6	3

Addressing literacy, language, numeracy and ICT needs in education and training: *Defining the minimum core of teachers' knowledge, understanding and personal skills*

The minimum core of language, literacy, numeracy and ICT was introduced into the new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in 2007. The new minimum core is designed to ensure there is sufficient emphasis on how to teach vocational and other areas of specialism in ways that meet the needs of learners whose levels of literacy, language, numeracy and ICT skills would otherwise undermine their chance of success.

The unit Preparing to Teach in the Lifelong Learning Sector has no requirement in relation to the achievement of the common core. However an initial assessment of a learner's personal skills in English, maths and ICT should be undertaken. Three of the mandatory units available to CTLLS and DTLLS learners do contain assessment criteria relating to the minimum core.

The personal skills in language, literacy, numeracy and ICT addressed through this Award will be developed in progressing through the framework to QTLS status and beyond and allow for the functional skills to be incorporated at an appropriate level to suit the delivery of learning through different contexts. For example:

- reading: eg Find and select, from a range of reference material and sources of information, including the internet

- writing: eg Understand significant features of English spelling and of contribution of punctuation to meaning in written texts (including the design of teaching and learning resources)

- listening: eg Listening attentively and responding sensitively to contributions made by others

- speaking: eg Showing the ability to use language, style and tone in ways that suit the intended purpose and audience, and to recognise their use by others.

There are opportunities throughout teaching and learning to embed Skills for Life, key skills or the Core Curriculum (depending on the policy adopted by the organisation).

Signposting key skills in the qualification

All BTEC Short Courses include signposting of key skills. These are transferable skills which play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills.

In the unit, the opportunities for the generation of evidence for key skills are signposted. These are indicative links only. Staff will need to become familiar with key skills specifications and their evidence requirements and they are advised not to rely on the signposting in the units when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest key skills standards.

Key skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as learndirect, lifelong learning, and widening participation all require a more flexible population in the workplace and key skills play a role in setting the framework.

Learners need the chance to show current and future employers that they can:

- communicate effectively, in a variety of situations, using a wide range of techniques

- work well with others — individuals or teams — so that work can be properly planned and targets met

- manage their own development, so that they are always ready to take on the challenges of change and diversification

- use numeracy, not just within routine tasks and functions but to help them be more effective and efficient in all they do

- use ICT in a range of applications to support all aspects of their role

- solve problems in a variety of circumstances.

Unit format

All units in Edexcel BTEC Short Courses have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, teachers, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way.

Unit title

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance (NOP).

Qualification and Credit Framework (QCF) level

This is the level of study of the unit as determined by the Qualification and Credit Framework. The Qualification and Credit Framework is a new way of recognising achievement through credit from the award of units and or qualifications. The QCF aims to provide flexible routes to the achievement of qualifications and aims to enable qualifications to be achieved in suitable steps.

Credit value and learning time

A notional measure of the learning time of a unit is related to the amount of time a typical learner might be expected to take to complete all of the learning relevant to achievement of the learning outcomes. Learning time is not an 'exact, scientific measure', but a 'best estimate'. The function of learning time is to provide an indication of the volume of learning related to the achievement of specified learning outcomes.

Guided learning hours

Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Unit abstract

The *Unit abstract* is designed to give the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit. It provides the reader with a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit. The unit abstract also emphasises links to the sector by describing what the unit offers the sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The *Unit content* identifies the depth and breadth of knowledge, skills and understanding needed to design and deliver a programme of learning sufficient to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related Professional Standards. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass grading criteria.

Each learning outcome is stated in full and then the prescribed key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The *Unit content* section will often have lists of topics that provide the range of the subject material required to be covered in order to meet the grading criteria. Subject material may be further detailed by lists enclosed within brackets or following an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'eg', it should be noted that this provides an indicative range of material to support the specific topic item.

Assessment criteria

The *Assessment criteria* section contains statements of the criteria used to determine the evidence that each learner must produce in order to receive a pass.

Essential guidance for tutors

This section is designed to give tutors additional guidance and amplification on the unit in order to provide for a coherence of understanding and a consistency of delivery and assessment. It is divided into the following sections:

- *Tutor guidance* — explains the responsibilities of the learners to be aware of their own personal professional practice, self-evaluation and best practice and also to give guidance on the different aspects of the qualification such as delivery, content, assessment and verification.

- *Delivery* — explains the content and its relationship with the learning outcomes and offers guidance about possible approaches to delivery. This advice is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Assessment* — provides amplification about the nature and type of evidence that learners need to produce in order to pass the unit. This section should be read in conjunction with the *Assessment criteria*.

- *Sample integrated assessment activity* — a sample assignment that provides an opportunity to address a number of assessment criteria, based on evidence from processional practice, along with supporting materials.

- *Links to Professional Standards* — links to the Professional Standards highlighted.

- *Essential resources* — identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

- *Indicative reading for learners* — provides a short list of learner resource material that benchmark the level of study.

Key skills

This section identifies where there may be opportunities within the unit for the generation of evidence to meet the requirements of key skills units. Assessors should take care to become familiar with the key skills specifications and evidence requirements and not to rely on the contents of this section when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest version of the key skills standards.

Assessment

The assessment for Preparing to Teach in the Lifelong Learning Sector is criterion referenced, based on the achievement of specified criteria. The unit contains contextualised pass criteria for unit assessment.

The Preparing to Teach in the Lifelong Learning Sector unit is internally assessed. Centre assessment will be externally examined by the external examiner, who is appointed annually by Edexcel. The overall grading for Preparing to Teach in the Lifelong Learning Sector is a pass, based upon the successful completion of the unit and a practical teaching observation of a micro-teach.

Learners must pass the unit to achieve the Level 3 BTEC Award in Preparing to Teach in the Lifelong Learning Sector.

This is demonstrated by the ability to apply the knowledge and understanding in a practical teaching context. The emphasis is on the ability to develop and apply the skills and knowledge required in the successful delivery of learning.

Centres are encouraged to use a variety of assessment methods, including assignments, case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Practical application of the assessment criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of the unit cover all the criteria set out in the *Assessment criteria* section. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria. It is essential that the external examiner is given the opportunity to review and comment on assessment activities **before** they are given out to learners.

Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to of the units in this qualification. Assessors should assess this evidence against the national standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's policy on APL is provided on our website: www.edexcel.org.uk.

Quality assurance

The quality assurance system for BTEC Specialised and Short Course qualifications comprises three main components:

- **approval process** — a control measure to confirm that individual centres (and programme teams) are appropriately resourced and competent to deliver a BTEC programme of study

- **monitoring of centres** — a method of monitoring centres' internal quality systems to ensure ongoing fulfilment of initial requirements and, where appropriate, enhancement of those requirements to accommodate new qualifications

- **independent assessment** — a measure that provides independence within the assessment process, so that the certificated outcomes for each learner are not reliant on determinations by individuals or groups with a vested interest in the outcome. This measure should be consistent and reliable over time, and should not create unnecessary barriers.

Centre and programme approval

Approval to offer BTEC Specialised and Short Course qualifications will vary depending on the status of the centre. Centres that have a recent history of delivering BTEC Specialised and Short Course qualifications and have an acceptable quality profile in relation to their delivery will be able to gain approval through an accelerated approval process. Centres that are new to the delivery of BTEC Specialised and Short Course qualifications will be required to submit evidence to demonstrate that they:

- have the physical and human resources required for effective delivery and assessment (ie an experienced teacher or trainer, with appropriate teaching qualifications and subject specialism. If this is not possible, centres must demonstrate evidence confirming that teachers are working towards the appropriate teaching/training qualification, and/or have considerable experience and proven skills as a workplace training assessor). The external examiner will review staff resources as part of the reporting protocols

- understand the implications for independent assessment and agree to abide by them

- have a robust internal assessment system supported by 'fit-for-purpose' assessment documentation

- have a system to internally verify assessment decisions to ensure standardised decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (Principal, Chief Executive, etc).

We communicate all approvals in writing to the head of the centre in the form of a qualification approval letter. The approval letter will also contain a programme definition for each qualification approved. The programme definition clearly states to the centre all units that comprise the qualification for which the centre is approved.

Gaining approval with Edexcel Online

Centres can gain approval for BTEC qualifications using Edexcel Online.

After logging onto Edexcel Online, click the 'BTEC' tab at the top left-hand side of the screen. If your centre is a school or publicly funded college of Further Education, please click on the 'Approvals Schools/FE' menu on the left side of the screen and select the 'Qualification Approval' option. All other centres must go to 'Approvals — Other Centres and Higher Awards' and then choose 'Online Award Approvals'.

Select the qualification level, sector and title from the drop-down boxes. Please note that after each selection the system will need a moment to refresh the options. Complete all fields where applicable and submit your application for processing. The system will, where permitted, approve your programme and email the approval confirmation letter to your Edexcel mailbox, the option for which is at the top of the screen on the left-hand side. Programme definitions can be printed using the reporting function.

Where a centre already has approval for a programme that is being replaced by a new programme, the centre will be given 'accelerated approval' for the new programme. Other centres wishing to offer a programme in a vocational area for the first time will need to apply for approval to offer it.

Centres that have not previously offered any BTEC qualifications will first need to apply for, and be granted, centre approval.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals contract.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs will be applied if centres do not comply with the contract. This could result in the suspension of certification or withdrawal of approval.

Risk assessment

Edexcel has an approvals process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile contributes to the determination of the nature of external verification activity for each programme and will also be used to initiate other quality control measures by Edexcel.

Monitoring internal quality systems in centres

Centres will be expected to demonstrate ongoing fulfilment of approval criteria across all programme areas. This should include the consistent application of policies affecting learner registrations and appeals, and effective internal review and standardisation processes. These should be identified clearly in the learner handbook.

Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of outcomes and assessment criteria within the unit. Further guidance on assessment is given in the *Essential guidance for tutors* section of the unit.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

Internal verification

Centres are required to have processes in place that ensure that each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. The overall outcome is a pass, based upon the successful completion of the single unit and the micro-teach. There is no grade other than pass/fail for this qualification.

Independent assessment: the role of the external examiner

External examiners will be appropriately qualified and subject specific, selected and trained according to the Edexcel requirements for all external examiners of its higher education programmes. The external examiner will visit the centre to assess learners' work, and internal verification procedures, independently and to evaluate centre assessor decisions on final outcomes.

The function of the external examiner is to review and objectively evaluate the assessment process and standards of learner attainment by reporting on the whole programme and also carrying out detailed sampling of assessment, including assignment briefs and learner work. Samples will be selected by the external examiner from across the programme. This process of evaluation may focus on work in units, selected by the external examiner, that present the most appropriate evidence for this exercise. The work of all learners not already sampled will be reviewed.

Resolution of assessments will normally be handled at the centre's final programme review board, where the external examiner will be expected to endorse the outcomes of assessment before certification can be authorised. Should the external examiner be unable to provide such endorsement, certification will be withheld until appropriate corrective action has taken place. This may apply to individual learners who may subsequently resubmit within an agreed timescale — within one year. (The senior subject examiner may become involved in such instances.)

External examiners are expected to:

- confirm that standards are being met on the programme(s) to which they are appointed

- compare academic standards across similar awards in different centres

- report any concerns immediately to Edexcel and to the centre.

The external examiner will agree a visit plan with the centre prior to visiting. On the formal visit, the external examiner will prepare a detailed report, using the Edexcel standard template report. The report will include detailed comments on:

- academic standards and the programme specification

- academic standards and learner performance

- academic standards and assessment and verification strategy

- the assessment process and record keeping

- assessment meetings arranged by the centre

- physical and staff resources

- comments of staff and of learners

- progress made on issues raised in previous reports

- detailed assessment sampling

- identified instances of good practice

- major issues for attention

- action points for the centre.

The external examiner's report is a confidential document between Edexcel, the appointed external examiner and the centre. It provides the programme team in the centre with detailed feedback in order to develop and enhance programme quality.

Should any disparity occur between the judgement of centre assessors and that of the external examiner, this will be reported to the centre and to Edexcel by the external examiner. The centre will be required to agree appropriate corrective action as a result of this report within an agreed timescale.

Programme design and delivery

The qualification consists of one unit, which is mandatory.

In Preparing to Teach in the Lifelong Learning Sector, the unit consists of 30 guided learning hours. This includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for BTEC qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the unit. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be used to maximum effect by tutors and assessors. Assessment instruments based on the learner's work environment should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC qualifications by:

- liaising with employers to ensure a course relevant to the specific needs of the learners

- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- linking with company-based/workplace training programmes

- making full use of the variety of experience of work and life that learners bring to the programme.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of Preparing to Teach in the Lifelong Learning Sector. The specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Centres should note that the qualification set out in this specification has been developed in consultation with centres and employers, particularly LLUK — the Sector Skills Council (SSC). The unit is designed to meet the skill needs of the sector and to lead to or support employment within the sector. Centres should make sure to meet the needs of their learners, and the local skills and training needs identified by organisations such as the Regional Development Agency and the local Learning and Skills Council.

Micro-teach — teaching practice and observation (Mandatory unit: PTLLS)

Teaching practice is not a requirement to achieve the unit in this qualification (PTLLS), other than as micro-teaching for assessment purposes. Candidates should be involved in at least one hour of micro-teaching, with one 15-minute micro-teaching session, which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, learners can either deliver additional micro-teaching sessions or observe others' delivery. This is an essential part of the learning process and therefore each learner should be provided with feedback from the session. It is also essential for anyone wishing to enter the teaching profession to be able to plan, prepare, resource, deliver and evaluate a real teaching situation in order to learn from their own experiences.

Each session should include:

- an outline of the learning group — including issues of differentiation

- specific considerations, eg health and safety

- planning for session, indicating topic/content, aims/objectives, activities, resources, learning checks

- samples of activities/resources used during the session

- samples of learning checks/assessment/evaluation.

The purposes of the micro-teaching and teaching practice are to:

- gain teaching experience and have the opportunity to evaluate skills

- use a range of teaching techniques

- allow for feedback from an experienced tutor and/or learners

- provide an opportunity for reflection and evaluation of own practice and performance.

The lesson observation must be accompanied by reflection and action plans for further development.

It is recommended that teachers encourage learners to observe others in a classroom/delivery situation as well.

A lesson observation pro forma for this is available in *Annexe F*.

Study skills

Opportunities to develop study skills are provided throughout the qualification and detailed in the course textbook. They are designed to improve and enhance the communication, research and presentation skills of the learner. The tasks and

activities listed in the textbook contribute to the building of the portfolio. It is essential to develop the more academic side of the qualification to help improve the quality of delivery and enable all learners (trainee teachers) to share those skills with their own students.

The most important of the study skills allow for the potential development of written work from Level 3 towards Level 4, to help the learner improve and prepare for higher orders skills such as:

- research through journals

- accessing web-based resources

- collection and interpretation of evidence

- reading and distilling information

- usage of vocabulary

- reflective practice

- academic writing.

Support materials

On registration with Edexcel for Preparing to Teach in the Lifelong Learning Sector, learners will be sent the Edexcel unit-specific textbook and a CD ROM containing interactive guidance, and assessment-related materials essential to the successful completion of this qualification.

Resources

BTEC qualifications are designed to prepare learners for employment in specific sectors. Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and therefore should normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Resources for Preparing to Teach in the Lifelong Learning Sector should include access to computers, research facilities such as the internet and relevant trade publications (eg *Times Educational Supplement — FE Focus*; *FE Today*). Please refer to the Edexcel course textbook and CD ROM, which are available on registration with this qualification.

To add currency and vocational relevance, visiting guest speakers, radio and video recordings, video for role play, leaflets, forms, letters, notices, instructions, and extracts from books, journals and handouts should also be available.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards

- the qualifications should be free from any barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification.

Before anyone embarks on the Award there should be an **initial assessment** to include:

- existing level of academic qualifications

- current vocational/professional qualifications

- current level of personal literacy/language and numeracy

- teaching experience (where appropriate)

- access to teaching/training opportunities

- personal/professional goals and appropriate timescales

- motivation for undertaking the course

- potential support needs.

It is essential that centres can ensure all learners can reach a minimum of Level 2 in Literacy and Numeracy within the 5-year period. Key skills assessment for communication and improving own learning and performance at Level 3 are included in *Annexe B*.

From the initial assessment each individual should be provided with the opportunity to complete an Individual Learning Plan which will plot at least the initial stages in their route towards qualified teacher (Lifelong Learning sector) status along with other possible options.

This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress. For learners who have recently been in education, the profile is likely to include one of the following:

- a standard of literacy and numeracy supported by a general education equivalent to GCSEs at grade A*–C

- related work experience

- other related Level 3 qualifications or equivalent in area of specialism

- appropriate skills, knowledge and experience to teach specialist subject.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Preparing to Teach in the Lifelong Learning Sector is accredited for learners aged 19 years and over.

- **Criminal Records Bureau (CRB)checks**: it may be necessary for trainees to undergo a CRB check if they are working with young people and vulnerable adults. For further information consult the CRB website: www.crb.gov.uk. There is advice and guidance given here and the application process is explained.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications, which is on the Edexcel website (www.edexcel.org.uk). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

The wider curriculum

The study of Preparing to Teach in the Lifelong Learning Sector provides opportunities for the learner to develop an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments. These wider curriculum opportunities are indicated in the units as appropriate.

Spiritual, moral, ethical, social and cultural issues

- **spiritual**: through an appreciation of spiritual dimensions in classroom situations and the needs of learners. Learners may also gain from the personal satisfaction achieved through doing the job well. Learners can also engage in discussions that reflect personal practice and approaches to classroom situations

- **moral/ethical**: learners should be encouraged to consider aspects of inclusive learning and differentiation when designing and planning sessions in order to address issues of equal opportunity. Emphasis should be placed on ensuring all teaching and learning activities are appropriate to all learners in an unbiased and supportive manner

- **social/cultural**: all aspects of teaching, learning and resourcing should consider the need to be socially inclusive with no stereotyping or discriminatory practice when dealing with the teaching and learning of their students. This can be highlighted through differentiation of resources as well as the structure and content of the teaching and learning sessions.

Environmental issues, health and safety considerations and European developments

The specification gives learners opportunities to develop an understanding of:

- **environmental issues**: through an awareness of how an organisation's environmental requirements impact upon learner needs

- **health and safety considerations**: through developing an awareness of the safety of others and themselves throughout all practical teaching and learning activities, learners should be made aware of the need to consider the importance of health and safety at all times in their practice. Where necessary this should be identified in the schemes of work and session planning. Where possible candidates should also include the health and safety policy for their centre/organisation

- **European developments**: learners need an appreciation of international initiatives and legislation applicable to relevant subject areas.

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linneydirect.com

Related publications include:

- the supporting Preparing to Teach textbook/CD ROM given to every candidate on registration

- the current Edexcel publications catalogue and update catalogue — available through the website: www.edexcel.org.uk

- Edexcel Information Manual — order code: S010998 — available through the website: www.edexcel.org.uk

- key skills publications — specifications, tutor support materials and question papers

- *Accreditation of Prior Learning* — available on our website: www.edexcel.org.uk

- The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland — (QCA, 2004)

- QCA support pack for the QCF test and trials (QCA/06/2882), available from: www.qca.org.uk.

Edexcel publications on the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain Professional Standards

Professional Standards for QTLS are available from:

LLUK (Lifelong Learning UK)
5th Floor
St Andrew's House
18-20 St Andrew's Street
London EC4A 3AY

Telephone: 08707577890
Website: www.lluk.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building key skills into your programme

- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.org.uk/sfc/training). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ   0844 576 0026

GCSE   0844 576 0027

GCE   0844 576 0025

The Diploma   0844 576 0028

DIDA and other qualifications   0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active — ideas are developed and applied

- is designed to be supportive and thought provoking

- builds on best practice.

Our training will also underpin many areas of the LLUK standards for teachers working towards them.

Further information

Edexcel produces regular policy statements on Edexcel qualifications and accompanying procedures. Please check our website for current information.

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at www.edexcel.org.uk

Mandatory unit

Mandatory unit: Preparing to Teach in the Lifelong Learning Sector

Level: **3**

Credit value: **6**

Guided learning hours: 30

Unit abstract

This unit aims to create awareness of the key principles and practice of teaching and learning. The guidance highlights the importance of developing strategies which enable learning to take place based on an understanding of the basic, underlying principles.

In order to establish an awareness of students' needs, for learners (teacher trainees) must appreciate the importance of different learning styles, as well as the differences between knowledge and skills acquisition. Learners should also be made aware of the implications of inclusive education, the importance of differentiation in addressing students' needs, and the application of theory within the classroom environment.

The underlying principle of this unit is to give learners an opportunity to develop appropriate classroom practice. This will be achieved through the design and implementation of session plans, and by demonstrating an understanding of the demands of specialist subjects. Learners will be given the opportunity to deliver sessions and will receive appropriate feedback on own their practice.

A critical aspect of teaching and learning is the ability to reflect on own practice and understand the importance of bringing about change in the light of critical evaluation. This is integral to both personal and professional practice in achieving the standards required for a practising teacher, tutor or trainer in the post-compulsory sector.

Learning outcomes

On completion of this unit a learner should:

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

2   Understand appropriate teaching and learning approaches in the specialist area

3   Demonstrate session planning skills

4   Understand how to deliver inclusive sessions which motivate learners

5   Understand the use of different assessment methods and the need for record keeping.

Unit content

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

Role/boundaries: clarification of teacher role, eg within different settings, organisations, centres; qualities of a teacher, eg responsiveness, effective communicator, inclusive, creative; limits and constraints of that role, eg when to say no, making assumptions, barriers to communication, working environment; referral strategies, eg range of support and how to access it; appropriate legislation and codes of practice, eg health and safety, equal opportunities; own role in promoting equality, eg teaching materials, translating legislation in practice; diversity and inclusion, eg impact on teaching and classroom practice, range of differences which might present in classroom situation; promoting inclusion

Responsibilities: meeting organisation's requirements, eg systems, procedures; maintaining standards, eg quality assurance; keeping records, eg registers, student work, results; health and safety in the workplace, eg policies and practice in organisations; continuing professional development, eg keeping up with own professional requirements, and teaching pedagogy

2 **Understand appropriate teaching and learning approaches in the specialist area**

Specialist area: the role of the specialist teacher, eg unique aspects, qualification requirements, specialist resources; specialist knowledge and skills, eg awareness of different areas of specialism, range of requirements both for teacher and learners, equipment and clothing; keeping up to date, eg making sure all qualifications are current and relevant, current licence; teaching and learning approaches, eg consideration of how to deliver and requirements for that delivery in terms of resources, location, equipment and timing

Embedding functional skills in specialist areas: eg awareness of current requirements and ways in which to bring key and essential skills teaching into any classroom; direct learners to sources of support, eg Basic Skills Agency; DIUS

3 **Demonstrate session planning skills**

Planning: schemes of work, eg purpose, college/organisation models, samples discussed; lesson plans, eg timing, content, purpose; incorporating appropriate teaching and learning strategies, eg specialist requirements, VAK (Visual Audio Kinesthetic) learning, group work, question and answer, variation; time management, eg the importance of not doing too much, allowing enough time for different activities, making time allowance clear on plan; micro-teach

Selecting resources: how to select the correct equipment, venue, handouts, and ensuring that they are appropriate in quality and quantity

4   **Understand how to deliver inclusive sessions which motivate learners**

Inclusive sessions: ground rules; learning styles, eg visual, kinesthetic, auditory; assessment of; equality of opportunity in teaching, eg making sure all learners can access information in a range of different ways as appropriate; group/learners' contracts, eg organisation policy, learner responsibility; motivating learners, eg how to, one-on-one support, financial support, feedback; providing feedback, eg different ways, question and answer, tutorial, written, spoken, group, individual; communication, eg how we communicate, body language, communication theory

5   **Understand the use of different assessment methods and the need for record keeping**

Assessment: different methods and types, eg formative, summative, examination, assignment, project based; need to be familiar with assessment process on any course; be aware of different types of assessment used on different programmes and whether designed in-house or by external organisations; usefulness of initial diagnostic assessment, eg literacy, numeracy, ICT, support available, course requirements

Record keeping: importance of this for assessment, eg who needs to know — external bodies, internal requirements; ways to record progress, eg electronic, paper based, standardised forms; organisation/awarding body requirements, eg policies and procedures

Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
	To achieve each outcome a learner must demonstrate the ability to:
1 Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Explain own role and responsibilities, and boundaries of own role as a teacher
	1.2 Identify key aspects of relevant current legislative requirements and codes of practice within a specific context
	1.3 Identify other points of referral available to meet the potential needs of students
	1.4 Identify issues of equality and diversity, and ways to promote inclusion
	1.5 Explain the need for record keeping.
2 Understand appropriate teaching and learning approaches in the specialist area.	2.1 Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area
	2.2 Explain ways to embed elements of functional skills in the specialist area
	2.3 Justify the selection of teaching and learning approaches for a specific session.
3 Demonstrate session planning skills.	3.1 Plan a teaching and learning session which meets the needs of individual students
	3.2 Justify selection of resources for a specific session.

Learning outcomes	Assessment criteria
	To achieve each outcome a learner must demonstrate the ability to:
4 Understand how to deliver inclusive sessions which motivate students.	4.1 Explain ways to establish ground rules with students which underpin appropriate behaviour and respect for others 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate students 4.3 Explain and demonstrate good practice in giving feedback 4.4 Communicate appropriately and effectively with students 4.5 Reflect on and evaluate the effectiveness of own teaching.
5 Understand the use of different assessment methods and the need for record keeping.	5.1 Identify different assessment methods 5.2 Explain the use of assessment methods in different contexts, including reference to initial assessment 5.3 Explain the need for record keeping in relation to assessment.

Note: Further information on the Professional Standards can be found in *Annexe E: PTLLS Unit mapping to QTLS Professional Standards*.

Essential guidance for tutors

Tutor guidance

It is important for learners to relate their own achievements to the Professional Standards and discuss issues raised both formally and informally.

Learners should be made aware at all times of the importance of their own professional practice and that naturally occurring evidence should be used at all times where available or appropriate.

There are opportunities to emphasise the importance of the knowledge and experience of peers and colleagues where shared experiences provide an opportunity to both share good practice and reflect on teaching and learning approaches. When dealing with peers and colleagues any issues of confidentiality should be considered at all times.

Learners should be encouraged to evaluate their own courses and assess relevant past and present practice, identifying areas of strength and need, and the qualities and transferable skills necessary for employment — as well as the need to be adaptable to changing circumstances.

Learners should be encouraged to follow best classroom practice, and understand available progression routes. This should be achieved through establishing a mentoring system to provide informal support and guidance for learners.

Learners should be engaged in identifying their own progress throughout the teacher training and be provided with the opportunity to record their professional development, along with possible routes for progression, with the aid of an Individual Learning Plan. An example of this has been included at *Annexe G*.

Delivery

This guidance should be read in conjunction with the Edexcel BTEC course textbook in Preparing to Teach in the Lifelong Learning Sector with CD ROM. These materials are automatically available, free of charge, to all centres/learners registered for this Edexcel qualification.

It is recommended that centres use a wide range of teaching and learning methods in order to achieve all the learning outcomes in the unit. These could include lectures, seminars, workshops, project work, individual and group assessments.

The teaching/learning methods used should draw on material from the learners' professional experience wherever possible. This will help learners to develop reflective practices and recognise the transferability of skills and knowledge necessary in a changing and dynamic environment.

Learners should be actively involved in their learning and should be encouraged to draw on material from any experiences to use in class and in their assignments. Through their own experiences as well as through working in groups, learners can develop case studies, problem solving and interpersonal skills.

Opportunities could also be built in to allow learners to compare and contrast their own working practices with others in the group.

In relation to unit content, please note that the Edexcel course textbook with CD ROM 'Preparing to Teach in the Lifelong Learning Sector' covers the knowledge, skills and theory necessary to meet the requirements of the qualification. The CD ROM also has guidance on building a portfolio, as well as interactive activities and general teaching tips.

Learning outcome 1: 'Understand own role, responsibilities and boundaries of role in relation to teaching' is covered in Chapter 2 of the Edexcel course textbook, and on the CD ROM there is an interactive diagnostic activity.

Learning outcome 2: 'Understand appropriate teaching and learning approaches in the specialist area' is covered in Chapter 3 of the Edexcel course textbook, and on the CD ROM there is a section on initial assessment for numeracy and literacy as well as a learning styles questionnaire.

Learning outcome 3: 'Demonstrate session planning skills' is covered in Chapter 4 of the Edexcel course textbook, and on the CD ROM there is a time management activity.

Learning outcome 4: 'Understand how to deliver inclusive sessions which motivate learners' is covered in Chapter 5 of the Edexcel course textbook and on the CD ROM there is a time management activity.

Learning outcome 5: 'Understand the use of different assessment methods and the need for record keeping' is covered in Chapter 6 of the Edexcel course textbook, and on the CD ROM there is an interactive activity on assessment.

Assessment

The purpose of assessment is to ensure that effective achievement of the learning outcomes has taken place. Evidence of this learning is required. The assessment of the evidence directly relates to the assessment criteria.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals. Learners need constructive feedback and guidance about how to improve, capitalising on strengths, with clear and constructive comments about weaknesses and how these might be addressed.

Assessment instruments are constructed by centres. In designing assessment instruments, centres need to ensure that they are valid, reliable and fit for purpose, building on the application of the assessment criteria. They should ensure coverage of all assessment criteria in the unit. Tasks and activities should enable learners to produce evidence that directly relates to the assessment criteria.

Information and guidance on building a portfolio is included on the CD ROM which accompanies this qualification. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt and making maximum use of work-related practical experience.

Centres should design a teaching practice and resources assignment that develops skills and knowledge in accordance with the unit assessment criteria. Within this section of the programme, a range of methods and opportunities should be included. For example:

- Learner self-assessment through the reflective elements of portfolio building. Here the learner is encouraged to evaluate and analyse own practice, skills and knowledge, producing action plans for further development.

- Peer assessment, as in oral presentations. This offers an opportunity for others to comment on learner performance, developing skills of feedback and communication. Learners must show an ability to effectively receive and respond to feedback.

- Tutor assessment of written evaluations of practice. This will offer the learner an opportunity to reflect and discuss practical skills. Action plans for improvement should be developed in response to this activity.

- Written assessments where not covered by teaching practice portfolio evidence. These will encourage the learner to show an understanding of knowledge and theory related to the qualification. Justification and evaluation of material presented is expected.

- Tutor observation of learner performance, eg oral presentations, micro-teach, teaching practice. Learners will be expected to participate in feedback and discussion around their demonstrated teaching skills.

- Production of visual materials which would be used in a teaching situation. This might include PowerPoint presentations, overhead transparencies, subject specific items, handouts, etc. The learner must be able to justify the choice of materials and evaluate the effectiveness of them in practice.

- Teaching Practice Portfolio for naturally occurring evidence from professional practice. Material in this portfolio must correspond with the assessment criteria. This evidence will be varied and include both written and practical samples for assessment. There are suggested written pieces, witness statements, peer observations, at least two lesson/micro-teach observations, reflective practice evidence, etc.

The overall assessment strategy should be centred principally on the application of essential skills, knowledge and understanding within existing professional practice. Learners' learning activities should be based on appropriate, realistic and practical situations. These should reflect a range of professional practice and assessment strategies and should be a natural extension of this approach.

Suggested assessments may include:

- written assignment work

- observed teaching practice which may also include witness statements

- awarding body specifications

- session plans/schemes of work

- materials to support session planning

- resources prepared for teaching and learning

- specific materials relating to key/basic/essential skills/core curriculum.

Sample integrated assessment activity

Delivery of a session on a new subject

This assignment takes you through all the stages necessary to create an effective learning experience — whether you are in a classroom, a training situation or even presenting as a guest speaker at a conference.

As part of your teacher training you are expected to give a micro-teach on a subject you have never taught before. This could be a hobby or personal interest, the choice is yours. However, what is important is that you have some knowledge and confidence with the topic, so that you can concentrate on the actual presenting, teaching and learning. Topics chosen have included mixing cocktails, macramé, sky-diving, fishing, a favourite book or film, yoga and many, many more.

To teach effectively it is important to work through these stages — preparing and planning, delivering the session and evaluating in order to develop professional practice.

1 **Preparing and planning your micro-teach session**

Use your Personal Development Journal to record what you find out in terms of the students' needs and different learning styles. Use this information to plan the aims and objectives (learning outcomes) for your micro-teach session to show how you can promote a diverse and inclusive learning experience (*Assessment criterion 1.4*).

Use your knowledge of your selected topic to identify and justify your selection of appropriate teaching and learning activities for your micro-teach session (*Assessment criterion 2.1*) in your Personal Development Journal. Also explain how you will plan to engage and motivate all students (*Assessment criterion 4.2*) with the help of appropriate resources. Identify different assessment methods that you could use and select and include in your session plan at least one assessment activity to check that learning has taken place (*Assessment criterion 5.1*).

2 **Delivering the micro-teach session**

Deliver your topic to your group using the prepared session plan (*Assessment criterion 3.1*). This could provide a range of evidence that includes: individual needs, session aims and objectives/learning outcomes, appropriate use of timings, content/teacher and learner activities, appropriate teaching and learning resources, learning checks or assessment and opportunities for key skills/core curriculum/functional skills *(Assessment criterion 2.2).*

Throughout the micro-teach (*Assessment criterion 4.2*) you have the opportunity to provide evidence that you can communicate effectively and appropriately with individual students (*Assessment criterion 4.4*) and demonstrate good practice in giving feedback (*Assessment criterion 4.3*), this provides evidence for feedback from your teacher and peers.

In addition to your own micro-teach session you should observe and record your observations of others in your group in order to have the chance to understand a variety of approaches or different ways of meeting the needs of the learning group.

Examples of the forms for recording micro-teach observations can be found in the CD section on pro forma or on the Edexcel PTLLS website.

3 **Evaluating the micro-teach and developing own practice**

Use your Personal Development Journal to reflect on what the evidence of the micro-teach shows about the effectiveness of your own teaching (*Assessment criterion 4.5*) and your selection of teaching and learning approaches (*Assessment criterion 2.3*). Suggest how you might have approached things differently and review how the information from initial assessment, and other forms of assessment, may be used for adapting your teaching approach (*Assessment criterion 5.2*). In your journal explain ways to establish ground rules with students to encourage appropriate behaviour and respect for others in the learning environment (*Assessment criterion 4.1*) and the importance of providing good feedback to your students (*Assessment criterion 4.3*). Identify other points of referral you could use to meet the potential needs of your students (*Assessment criterion 1.3*) and ways to embed elements of functional skills, as appropriate, into your session (*Assessment criterion 2.2*). With the help of your journal justify your selection of resources for the micro-teach session and how they can be adapted for different students (*Assessment criterion 3.2*) as well as how record keeping (*Assessment criterion 5.3*) can help learners, teachers, the organisation and other stakeholders and support assessment (*Assessment criterion 5.3*).

In your journal use your micro-teach experiences to explain your own role and the boundaries of your role in teaching and learning (*Assessment criterion 1.1*). Use your journal to explore how current legislative requirements and codes of practice will impact within your specialist context (*Assessment criterion 1.2*).

To help in this you should research the DfES and LLUK websites and refer to the professional standards for teaching in the Lifelong Learning sector. A sample of all pro forma, including the Personal Development Journal, can be found on the CD that accompanies the book for the Award or the tutor support materials associated with the Diploma.

Level 3 Preparing to Teach in the Lifelong Learning Sector TUTOR FEEDBACK SHEET		
Assessment criteria	**Met**	**Develop**
1.1	Explain own role and responsibilities, and boundaries of own role as a teacher.		
1.2	Identify key aspects of relevant current legislative requirements/codes of practice within a specific context.		
1.3	Identify other points of referral available to meet the potential needs of students.		
1.4	Identify issues of equality and diversity, and ways to promote inclusion.		
1.5	Explain the need for record keeping.		
2.1	Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area.		
2.2	Explain ways to embed elements of functional skills in the specialist area.		
2.3	Justify the selection of teaching and learning approaches for a specific session.		
3.1	Plan a teaching and learning session which meets the needs of individual students.		
3.2	Justify the selection of resources for a specific session.		
4.1	Explain ways to establish ground rules with students which underpin appropriate behaviour and respect for others		
4.2	Use a range of appropriate and effective teaching and learning approaches to engage and motivate students.		
4.3	Explain and demonstrate good practice in giving feedback.		
4.4	Communicate appropriately and effectively with students.		
4.5	Reflect on and evaluate the effectiveness of own teaching.		
5.1	Identify of different assessment methods.		
5.2	Explain the use of assessment methods in different contexts, including reference to initial assessment.		
5.3	Explain the need for record keeping in relation to assessment.		

Tutor feedback and recommendations:

Signature: …………………………………………………………………… **Date**: …………………………………

Links to Professional Standards

New Professional Standards in Initial teacher/tutor/trainer Education Standards — available from LLUK, at www.lluk.org.uk.

Essential resources

Access to computers and internet for research and use of support materials.

Appropriate facilities and resources for conducting micro-teaching.

Indicative reading for learners

Armitage A — *Teaching and Training in Post-compulsory Education* (Open University Press, 2003)

Marshall B — *Preparing to Teach in the Learning and Skills Sector* BTEC textbook/CD ROM (Pearson, 2006) (issued upon registering with Edexcel)

Petty G — *Teaching Today: A Practical Guide* (Nelson Thornes, 2005)

Rogers J — *Adults Learning* (Open University Press, 2001)

Awarding body documents on internal verification and ensuring standards.

Appropriate journals

Times Educational Supplement — FE Focus

Appropriate websites

Basic Skills Agency The Basic Skills Agency is the national development organisation for literacy and numeracy in England and Wales.	www.basic-skills.co.uk
Becta Becta (British Educational Communications and Technology Agency) is a UK agency which supports all four UK education departments in their strategic ICT developments.	www.becta.org.uk
Curriculum Online Curriculum Online is the Government's Portal which gives direct access to the widest range of free and priced digital materials for teaching and learning.	www.curriculumonline.gov.uk
DIUS Department for Innovation, Universities and Skills.	www.dius.gov.uk

IfL The Institute for Learning is the professional body for teachers and trainers and student teachers in the learning and skills sector.	www.ifl.ac.uk
LSC The Learning and Skills Council (government body).	www.lsc.gov.uk
LLUK Lifelong Learning UK (the Sector Skills Council for teaching and learning). LLUK developed the new QTLS Professional Standards, which are on their website.	www.lluk.org.uk

Guidance and unit — Edexcel Level 3 BTEC Award in Preparing to Teach in the Lifelong Learning Sector
— Issue 1 — February 2008 © Edexcel Limited 2008

Annexe A

QCA codes

The QCA Qualification and Credit Framework (QCF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules, Section 96 and Section 97, and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA QCF unit code.

The QCA qualification and unit code will appear on the learner's final certification documentation.

The QAN for the qualification in this publication is:

500/1514/X   Preparing to Teach in the Lifelong Learning Sector

Annexe B

Level 3 key skills mapping — summary of related opportunities for Unit 1 at Level 3

Key skills	Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome 4	Learning outcome 5
Level 3 Communication:					
C3.1a — Take part in group discussion	✓	✓	✓	✓	
C3.1b — Make a formal presentation of at least eight minutes using an image or other support material			✓	✓	
C3.2 —Read and synthesise information from at least two documents about the same subject	✓	✓			✓
C3.3 — Write different types of documents, each one giving different information about complex subjects.	✓				✓
Level 3 improving own learning and performance:					
LP3.1 — Set targets using information from appropriate people and plan how these will be met	✓		✓	✓	
LP3.2 — Take responsibility for your learning, using your plan to help meet targets and improve your performance				✓	
LP3.3 — Review progress and establish evidence of your achievements.			✓	✓	✓

Addressing key skills at Level 3

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3		
When learners are:	**They should be able to develop the following key skills evidence:**	
• having group discussions, eg about teaching observations, equal opportunities, job descriptions, etc or working in groups	C3.1a.1	make clear and relevant contributions in a way that suits purpose and situation
	C3.1a.2	respond sensitively to others and develop points and ideas
	C3.1a.3	encourage others to contribute
• delivering a micro-teach session or teaching, using support materials	C3.1b.1	speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation
	C3.1b.2	structure what you say to progress logically through each stage or your presentation
	C3.1b.3	use an image or other material to support or enhance what you are saying
• researching legislation, equal opportunities, learning styles, learning theory, etc	C3.2.1	select and read relevant documents
	C3.2.2	identify accurately, and compare, the main points, ideas and lines of reasoning
	C3.2.3	present your own interpretation of the subject in a way that is coherent and brings together information from different documents to suit your purpose
• writing up research, reflection, etc for presentation in portfolio, eg document on record keeping, learning theory, teaching methods	C3.3.1	select and use a format and style of writing that is appropriate to your purpose and complexity of the subject matter
	C3.3.2	organise material coherently to suit the length, complexity and purpose of your document
	C3.3.3	spell, punctuate and use grammar accurately
	C3.3.4	make your meaning clear.

Improving own learning and performance Level 3	
When learners are:	**They should be able to develop the following key skills evidence:**
• reflecting on all aspects of their professionalism; teaching; career development; SWOT analysis; lesson/micro-teach	ILP3.1.1 seek information on ways to achieve what you want to do, and identify factors that might affect your plans ILP3.1.2 use this information to set realistic targets and identify clear action points ILP3.1.3 plan how you will manage your time, use support, review progress and overcome possible difficulties.
• reviewing micro-teach/lesson; planning next lesson; designing action plans; having tutorials; developing skills	ILP3.2.1 manage your time effectively to meet deadlines, revising your plan as necessary ILP3.2.2 choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands ILP3.2.3 reflect on your progress, seeking feedback and relevant support to help you meet your targets
• completing portfolio; collating evidence from lesson observations; peer observations; designing lesson plans; writing assessment documents	ILP3.3.1 provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome ILP3.3.2 identify targets you have met and gather evidence of your achievements ILP3.3.3 consult appropriate people to agree ways to further improve your performance.

Addressing key skills portfolio evidence across the unit — Level 2

Suggestions of opportunities for the generation of Level 2 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Learning outcomes	Assessment criteria	Key skills opportunities
1 Understand own role, responsibilities and boundaries of role in relation to teaching	• Explain own role and responsibilities, and boundaries of own role as a teacher • Identify key aspects of current legislative requirements and codes of practice within a specific context • Identify other points of referral available to meet the potential needs of the learners • Identify issues of equality and diversity, and ways to promote inclusion • Explain the need for record keeping	Comms 2.1a Comms 2.2 Comms 2.3
2 Understand appropriate teaching and learning approaches in the specialist area	• Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area • Explain ways to embed elements of the functional skills in the specialist area • Justify selection of teaching and learning approaches for a specific session	Potential for all key skills
3 Demonstrate session planning skills	• Plan a teaching and learning session which meets the needs of individual learners • Justify selection of resources for a specific session	Comms 2.1b Comms 2.2 Comms 2.3
4 Understand how to deliver inclusive sessions which motivate learners	• Explain ways to establish ground rules with learners which underpin appropriate 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 on and evaluate the effectiveness of own teaching	Comms 2.1a Comms 2.1b Comms 2.2 Comms 2.3

Learning outcomes	Assessment criteria	Key skills opportunities
5 Understand the use of different assessment methods and the need for record keeping	• 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	Comms 2.2 Comms 2.3 Numeracy 2.1 Numeracy 2.2 Numeracy 2.3

Key skills communication Level 2 — Assessment sheet

Learner name:		Area/course:			
Assignment title:					

Evidence in your portfolio must show:		Ref: 1			
C2.1a Take part in discussions	Clear/relevant contributions				
	Contributions suited the purpose				
	Indicate appropriate listening				
	Response to what others say				
	How discussions moved forward				
C2.1b Giving a short talk	Clear speech				
	Talk suitable for subject purpose/situation				
	Structure of talk				
	Listeners followed what was said				
	Image used to illustrate main points				

Evidence in your portfolio must show:		Ref:2	Image	Ref:2	Image
C2.2 Read and summarise information	Relevant material selected and read				
	Accurate lines of reasoning				
	Main points from text identified				
	Points accurately compared				
	Information summarised to suit purpose				
	Presentation suitable for type of information				

Evidence in your portfolio must show:		Ref:2	Image	Ref:2	Image
C2.3 Writing	Relevant information				
	Presented in an appropriate form				
	Style of writing suited purpose				
	Legible text				
	Accurate spelling				
	Accurate grammar				
	Accurate punctuation				
	Clear meaning				

Feedback/action:

Assessor:	Assessor signature:	Date:
Learner:	Learner signature:	Date:

Key skills application of number Level 2 — Assessment sheet

Learner name:		Area/course:	

Assignment title:

Criteria	Level 2	Achieved
N2.1.1	Choose how to obtain required information	
N2.1.2	**Obtain relevant information**	
N2.1.2a	Interpret information from a graph	
N2.1.2b	Interpret information from another source	
N2.1.3	Select appropriate methods to get the results you need	
N2.2.1	**Carry out calculations showing your methods**	
N2.2.1a	Clearly show your levels of accuracy	
N2.2.1b	Use amounts and sizes	
N2.2.1c	Use formulae	
N2.2.2a	Check methods to find and correct errors	
N2.2.2b	Make sure your results make sense	
N2.3	**Interpret the results of your calculations**	
N2.3.1a	Select effective ways to present your findings	
N2.3.1b	Present your findings clearly	
N2.3.2a	Describe your methods	
N2.3.2b	Use one graph	
N2.3.2c	Use one chart	
N2.3.2d	Use one diagram	
N2.3.3	**Explain how the results of your calculations meet the purpose of your activity**	

Feedback/action:

Assessor:	Assessor signature:	Date:
Learner:	Learner signature:	Date:

Annexe C

The revised National Qualifications Framework

The table below indicates the position of BTEC Award and Advanced Professional Qualifications in the revised National Qualifications Framework (NQF).

NQF		Framework for Higher Education Qualifications (FHEQ)
Original levels	**Revised levels ***	
5 **Level 5** BTEC Advanced Professional Diplomas, Certificates and Awards	**8** No current BTEC qualifications	**D (doctoral)** doctorates
	7 **Level 7** BTEC Advanced Professional Diplomas, Certificates and Awards	**M (masters)** masters degrees, postgraduate certificates and diplomas
4 **Level 4** BTEC Higher National Diplomas and Certificates **Level 4** BTEC Award Diplomas, Certificates and Awards	**6** BTEC qualifications to be developed	**H (honours)** bachelors degrees, graduate certificates and diplomas
	5 **Level 5** BTEC Higher National Diplomas and Certificates **Level 5** BTEC Award Diplomas, Certificates and Awards	**I (intermediate)** diplomas of higher education and further education, foundation degrees, higher national diplomas
	4 **Level 4** BTEC Award Diplomas, Certificates and Awards	**C (certificate)** certificates of higher education

3 *There is no change to Level 3 in the revised NQF* Level 3 BTEC National Diplomas, Certificates and Awards Level 3 BTEC Diplomas, Certificates and Awards Advanced GCE
2 *There is no change to Level 2 in the revised NQF* Level 2 BTEC First Diplomas and Certificates Level 2 BTEC Diplomas, Certificates and Awards GCSEs grades A*-C
1 *There is no change to Level 1 in the revised NQF* Level 1 BTEC Introductory Diplomas and Certificates Level 1 BTEC Diplomas, Certificates and Awards GCSEs grades D–G
Entry *There is no change to Entry Level in the revised NQF* Entry Level BTEC Certificates in Skills for Working Life and Life Skills

* The revised NQF applies from 1 September 2004 and will be fully implemented from 1 January 2006. (For NQF Level indicators, see also Annexe D — *Level indicators in the revised NQF*.) The revision is designed to recognise more precisely the academic levels at the higher levels of the framework: the actual content and other attributes of the respective qualifications are not altered or diminished. The revision also provides better alignment with the FHEQ used in universities and higher education institutions.

Annexe D

Qualification and Credit Framework (QCF) level descriptors for Levels 3-5

For further and full information regarding the Qualification and Credit Framework (QCF) please consult the QCA website at www.qca.org.uk.

QCF Level 3			
Level	**Summary**	**Knowledge and understanding**	**Application and action**	**Autonomy and accountability**
Level 3	Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well-defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	• Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well-defined, may be complex and non-routine. • Interpret and evaluate relevant information and ideas. • Be aware of the nature of the area of study or work. • Have an awareness of different perspectives or approaches within the area of study or work.	• Address problems that, while well-defined, may be complex and non-routine. • Identify, select and use appropriate skills, methods and procedures. • Use appropriate investigation to inform actions. • Review how effective methods and actions have been.	• Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervision or guiding others. • Exercise autonomy and judgement within limited parameters.

QCF Levels 4 and 5

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 4	Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.	• Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine. • Analyse, interpret and evaluate relevant information and ideas. • Be aware of the nature and approximate scope of the area of study or work. • Have an informed awareness of different perspectives or approaches within an area of study or work.	• Address problems that are well-defined but complex and non-routine. • Identify, adapt and use appropriate methods and skills. • Use appropriate investigation to inform actions. • Review the effectiveness and appropriateness of methods, actions and results.	• Take responsibility for courses of action including, where relevant, responsibility for the work of others. • Exercise autonomy and judgement within broad parameters.
Level 5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	• Use practical, theoretical or technical understanding to address problems that are broadly defined and complex and non-routine. • Analyse, interpret and evaluate relevant information, concepts and ideas. • Be aware of the nature and scope of the area of study or work. • Understand different perspectives, approaches or schools of thought and the reasoning behind them.	• Address broadly-defined, complex problems. • Determine, adapt and use appropriate methods and skills. • Use relevant research or development to inform actions. • Evaluate actions, methods and results.	• Take responsibility for planning and developing courses of action including, where relevant, responsibility for the work of others. • Exercise autonomy and judgement within broad parameters.

Annexe E

PTLLS Unit mapping to QTLS Professional Standards

Mandatory unit — Learning outcome 1	QTLS Professional Standards — Domains*					
	A	B	C	D	E	F
1.1 Explain own role and responsibilities, and boundaries of own role as a teacher.	All Domains					
1.2 Identify key aspects of relevant current legislative requirements and codes of practice within a specific context.	AP6.1					
1.3 Identify other points of referral available to meet the potential needs of students.						FP1.1
1.4 Identify issues of equality and diversity, and ways to promote inclusion.	AK3.1					
1.5 Explain the need for record keeping.	AK7.1; AK7.2					

Mandatory unit — Learning outcome 2	QTLS Professional Standards — Domains*					
	A	B	C	D	E	F
2.1 Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area.			CK3.1; CP3.1			
2.2 Explain ways to embed elements of functional skills in the specialist area.			CK3.3			
2.3 Justify the selection of teaching and learning approaches for a specific session.			CK3.1			

Mandatory unit — Learning outcome 3	QTLS Professional Standards — Domains*					
	A	B	C	D	E	F
3.1 Plan a teaching and learning session which meets the needs of individual students.				DP1.2		
3.2 Justify the selection of resources for a specific session.				DP3.1		

Mandatory unit — Learning outcome 4	QTLS Professional Standards — Domains*					
	A	B	C	D	E	F
4.1 Explain ways to establish ground rules with students which underpin appropriate behaviour and respect for others.		BP1.2				
4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate students.		BP2.2				
4.3 Explain and demonstrate good practice in giving feedback.					EK4.1; EP4.1	
4.4 Communicate appropriately and effectively with students.		BP3.1; BP3.2				
4.5 Reflect on and evaluate the effectiveness of own teaching.		BP2.6				

Mandatory unit — Learning outcome 5	QTLS Professional Standards — Domains*					
	A	B	C	D	E	F
5.1 Identify different assessment methods.					EP1.1	
5.2 Explain the use of assessment methods in different contexts, including reference to initial assessment.					EP1.2	
5.3 Explain the need for record keeping in relation to assessment.					EP5.1; EP5.2	

Note: The QTLS Professional Standards, are available on the LLUK website: www.lluk.org.uk

*Domains

A — Professional Values and Practice

B — Specialist Area and its Pedagogy

C — Planning for Learning

D — Learning and Teaching

E — Assessment for Learning

F — Supporting Access and Progression

Annexe F

Lesson observation pro forma

Preparing to Teach in the Lifelong Learning Sector

Date of observation:		Student teacher:	
Session:		Observing teacher:	
Length of session:		Number in class:	

Objectives	Excellent	Good	Satisfactory	Development needed
Teacher plans effectively and sets clear objectives that are understood				
Teaching methods used enable **all** learners to learn effectively				
Learners are well managed and appropriate standards of behaviour are maintained				
Learners achieve productive outcomes				
The teacher demonstrates good subject knowledge and understanding				
The teacher makes effective use of time and resources				

Conclusions and feedback	
Strengths	
Areas for development	
Student teacher's comment	
Tutor's feedback	
Learner/signature:	Date:
Tutor/signature:	Date:

Guidance and unit — Edexcel Level 3 BTEC Award in Preparing to Teach in the Lifelong Learning Sector
— Issue 1 — February 2008 © Edexcel Limited 2008

Annexe G

Sample pro forma — Individual Learning Plan

Personal details				
Name:		**Registration number:**		
Address:				
Contact details:	**Home phone:**			
	Mobile phone:			
	Email:			
Centre name:		**Centre number:**		
Date of registration:		**Date of completion Initial Teaching Award:**		
Current literacy qualification:		**Initial assessment — Literacy:**		
Current Numeracy qualification:		**Initial assessment — Numeracy:**		
	Tutor/mentor	**Subject specialist**		
Details of mentor/tutor/ subject specialist contact:				
Candidate signature:			**Date:**	
Tutor signature:			**Date:**	

Initial assessment

Current CV details:	
Existing academic qualifications relevant to teaching area:	
Existing vocational/ professional qualifications relevant to teaching area:	

	Location:	Contact:
Access to teaching/training opportunities:		

Individual support requirements identified (as appropriate):	
Requirements for review of study skills:	

Initial assessment

Initial assessment — identified preferred learning style:	
Evidence available for Accrediting Prior Experience/ Learning:	

Initial individual self-assessment	

Initial action plan	**Target date**

Candidate signature: **Date:**

Tutor feedback/suggestions for development:

Tutor signature: **Date:**

Portfolio evidence — summative profile

Learning outcome	Assessment criteria	Standards	Portfolio evidence
1 — Understand own role, responsibilities and boundaries of role in relation to teaching:	1.1 — Explain own role/responsibilities, and boundaries of own role as a teacher		
	1.2 — Identify key aspects of current legislative requirements/codes of practice within a specific context	**AP 3.1**	
	1.3 — Identify other points of referral available to meet the potential needs of students	**FP 2.1**	
	1.4 — Identify issues of equality/diversity, and ways to promote inclusion	**AP 2**	
	1.5 — Explain the need for record keeping		
2 — Understand appropriate teaching and learning approaches in the specialist area:	2.1 — Identify and demonstrate relevant approaches to teaching/learning in relation to specialist area	**AP 2.2**	
	2.2 — Explain ways to embed elements of functional skills in the specialist area	**BP 4.3**	
	2.3 — Justify the selection of teaching and learning approaches for a specific session		
3 — Demonstrate session planning skills:	3.1 — Plan a teaching and learning session which meets the needs of individual students	**CP 1.2**	
	3.2 — Justify selection of resources for a specific session	**CP 4.1**	

Portfolio evidence — summative profile

Learning outcome	Assessment criteria	Standards	Portfolio evidence
4 — Understand how to deliver inclusive sessions which motivate students	4.1 — Explain ways to establish ground rules with students which underpin appropriate behaviour/respect for others	DK 1.2	
	4.2 — Use a range of appropriate and effective approaches to engage and motivate students	DP 2.3	
	4.3 — Explain and demonstrate good practice in giving feedback	EP 5.2	
	4.4 — Communicate effectively and appropriately with students	AP 8.1	
	4.5 — Reflect on and evaluate the effectiveness of own teaching	DP 2.9	
5 — Understand the use of different assessment methods and the need for record keeping	5.1 — Identify different assessment methods	EP 1.1	
	5.2 — Explain use of assessment methods, in different contexts, including reference to initial assessment	EP 1.2	
	5.3 — Explain the need for record keeping in relation to assessment	EP 6.3	
Overall conclusions:			
Candidate signature:		Date:	
Tutor signature:		Date:	

Initial assessment

Award — Preparing to Teach in the Lifelong Learning Sector

Summative profile	
Areas of knowledge of teaching and learning where I have improved	
Areas of skills appropriate for teaching and learning I have developed	
Areas of subject/area specialism in teaching and learning I have developed	

Areas I need to develop further in knowledge, skills or subject	Sources of possible support or guidance

Candidate signature: **Date:**