

# Teacher support materials

## BTEC Short Courses

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

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

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# Qualification titles covered by this teacher support material

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

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



# Introduction

This document contains the Teacher Support Materials (TSM) for the Qualifications and Credit Framework (QCF) Edexcel Level 3 and Level 4 BTEC Award in Preparing to Teach in the Lifelong Learning Sector. These support materials are designed to provide guidance for the teaching of these awards. They should be used alongside the Guidance and Units, the textbook and the CD ROM which accompany these qualifications. The textbook and the CD ROM have also been developed to support learners through their programme and in producing work for assessment. The textbook was written for the preparing to teach in the lifelong learning sector and is at Level 3 but is relevant for both qualifications. The CD ROM is designed to be used with the textbook but the material it contains can be used at every level.

These teacher support materials cover the mandatory unit only. They focus on the Edexcel Level 3 and Level 4 BTEC Award in Preparing to Teach in the Lifelong Learning Sector. The main principles identified in these materials are applicable to other levels and to the option units.

Teacher support materials provide guidance and ideas which may be used to support the delivery of the mandatory unit. They are not intended to be prescriptive and centres do not need deliver everything that is suggested. Learners need to produce work that meets the requirements of the assessment criteria and reflects the contexts in which they work. This should allow learners to draw on their own subject specialism or specialist area of individual. The Award is available at Levels 3 and 4 and the learning outcomes and assessment criteria are therefore very similar. At Level 4 a greater level of referencing, research, analysis and development is required and this is evident in the way the units have been written.

Each learner that registers for the Award will be given a copy of the textbook and the CD ROM and opportunities should be taken to encourage full and creative use of these resources.

The teacher support materials provide:

- clarification of the routes that learners might follow in order to achieve the Award and the different levels
- suggestions as to where portfolio evidence may be found, appropriate to Level 3 or 4
- ways of addressing the learning outcomes.

The materials also provide some of the background to the development of the Awards.

# The new teacher qualification framework

This 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 Edexcel Level 3 BTEC Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS), a six-credit qualification available at Levels 3 and 4.

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

Teachers in a full teaching role will take the Edexcel Level 4 BTEC Diploma in Teaching in the Lifelong Learning Sector (DTLLS), a 120-credit qualification available at Level 4 and 5. There is also a requirement for 150 hours of teaching practice.

The levels are designed to enable learners to work at a level appropriate to their skills and knowledge. For example, a person who has general qualifications and an NVQ 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 role would be best suited to the Level 4 PTLLS. Having taken PTLLS, a learner would select which qualification to take next depending on their anticipated role.

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 only need to achieve the Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector along with their professional recognition from the Institute for Learning (IfL). However, a full-time or part-time teacher involved in assessment and curriculum planning would need the full Diploma, as well as the professional recognition. Further details are available on the LLUK website: [www.lluk.org.uk](http://www.lluk.org.uk).

# TSM in relation to the specification and CD ROM

The general information in the Guidance and Units – Level 3 and Level 4 BTEC Awards in Preparing to Teach in the Lifelong Learning Sector is not repeated here. The purpose of the TSM is to expand and support some of the topics from the specification. Some topics receive a little additional detail.

In addition there are example:

- lesson observations
- individual learning plans (ILPs).

The Guidance and Units – Edexcel Level 3 and Level 4 BTEC Award in Preparing to Teach in the Lifelong Learning Sector has a glossary and terms are used in the same way in this document. However, it is worth re-stating that in these materials the following terms are used:

- teacher – the tutor who is providing the training for the teaching qualification. It is also used to mean teachers generically and includes tutors, trainers, lecturers and instructors
- learner – the trainee teachers who are seeking to achieve the teaching qualification
- student – a person attending the training provided by the trainee teachers. It is anyone the learner is teaching.

The CD ROM contains:

- interactive assessments
- guidance on portfolio building
- reflective practice journal (rpj) template
- toolkit with:
  - Harvard referencing guidance
  - lesson plan templates
  - time management guidance
  - the standards for QTLS
  - group contract template
  - icebreaker activities
  - CV template
  - quotes
  - top tips for teachers.

The TSM gives advice on:

- the location and nature of the materials available
- activities that can be used:
  - to focus on the learning outcomes and assessment criteria
  - to generate evidence that can be used in the portfolio and assessed
- establishing good practice that may also be shared with students.

## The Award

The Edexcel Level 3 or Level 4 BTEC Awards in Preparing to Teach in the Lifelong Learning Sector are designed to provide:

- education and training for those hoping to enter the education sector to teach
- opportunities for trainers in industry to achieve a nationally-recognised Level 3 or Level 4 vocationally-specific qualification
- opportunities for full-time learners to gain a nationally-recognised, vocationally-specific qualification in order to enter employment in the field of teaching or to progress to further vocational qualifications, including QTLS license status
- the knowledge, understanding and skills needed to train to teach
- opportunities to focus on the development of essential skills within the context of teaching, including those for successful performance in working life.

# Initial assessment and learning plans

When providing advice and guidance teachers need to consider the different levels, roles and responsibilities covered by these qualifications and ensure individual learners select the qualification that meets the immediate requirements of their own specific organisation, as well as providing an appropriate starting point for continuous professional development (CPD).

The Award is an opportunity for those with little or no experience to explore the basics involved in teaching and learning. It is also an opportunity for those with experience of teaching or training to demonstrate their existing skills, knowledge and understanding as the first step towards fully qualified status in the lifelong learning sector (QTLS). The route and level chosen should be negotiated before an individual starts a particular route and should take into consideration a range of factors which establish their current competence and individual needs.

Before anyone begins the Award there should be an initial assessment to confirm:

- 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 time scales
- motivation for undertaking the course
- potential support needs.

From the initial assessment each individual should be given the opportunity to complete an Individual Learning Plan which will plot at least the initial stages in their route towards qualified teacher status along with other possible options for wishing to become in tutoring or support without requiring full QTLS. In short, there are several 'stepping-off' points throughout the teacher training framework.

There are three distinct routes which learners or centres may choose. However, **all** learners need initial advice and guidance in order to establish:

- the context of their teaching/training/tutoring/mentoring
- the appropriate subject/area competence/qualifications
- their current levels of understanding/competence
- evidence of relevant/current experience
- level of individual need
- initial assessment literacy/numeracy/ICT
- action plan
- progression and appropriate levels.

This will enable learners to reflect on the initial phase, evaluate their performance, review current competence, and identify areas requiring further development. It also helps planning in for continuing professional development and for any alternative routes and levels.

# Assessment and assignment

## Sample assessment activity (Level 3 and Level 4)

### Micro-teach planning and delivery

An important aspect of understanding the importance of selecting the right approaches to teaching and learning comes from the ability to reflect and act on past practice. To this end a Micro-teach is an opportunity for learners not currently in a more formal teaching role to develop these skills.

### Delivery of a session on a new subject

Prepare and teach a 15-minute session on a subject you have never taught before or one that you would not normally think about teaching – such as a hobby or interest. For example:

- mixing cocktails
- macramé
- skydiving
- fishing
- favourite book or film
- yoga.

You need to show the key elements of the planning process and select teaching/learning approaches to suit the chosen subject and audience. It is essential to select a topic which will engage the learning group, such as a practical activity, one with variety or one that promotes discussion in order to enable learning.

### Tasks

Produce a **lesson plan** which clearly states: session aims and learning outcomes; what students must do; teacher activities; resources and learning checks (see *chapter 4 PTLLS textbook*). This task covers learning outcome 3.1 at Levels 3 and 4. In planning the activities for your taught session produce a table which identifies learner needs and varied teaching and learning strategies and either: justify your selection of teaching and learning approaches for this specific session (L3) or evaluate the teaching and learning approaches for the session (L4). This task covers learning outcome 2, assessment criterion 2.3 at Levels 3 and 4.

On completion of your teaching, reflect on how things went and write a brief report addressing how well you met your aims and lesson plan in the delivering your micro-teach.

You should include:

**L3:** an explanation of how you identified and addressed issues of equality and diversity and promoted inclusion (AC 1.4); the range of teaching and learning approaches used and how well they engaged and motivated students (AC 4.2); how effectively you communicated with students (AC 4.4); an identification of what learning checks/assessment methods were used (AC 5.1); two different examples of assessment record-keeping, explaining the need from the perspective of the individual student, the teacher and other parties/stakeholders (AC 5.3).

**L4:** a discussion of how you addressed issues of equality and diversity, and the ways you might promote inclusion (AC 1.4); the range of teaching and learning approaches used and how well they engaged and motivated students (AC 4.2); an analysis of how appropriate and effective your communication with students was (AC 4.5); a review of a range of different assessment methods which could have been used and what learning checks were used (AC 5.1); two different examples of assessment record keeping, justifying from the perspective of the individual student, the teacher and other parties/stakeholders (AC 5.3).

## Summary of portfolio evidence requirements at Level 3 and Level 4

	Understand own role, responsibilities and boundaries of role in relation to teaching					Understand appropriate teaching and learning approaches in the specialist area			Demonstrate session planning skills		Understand how to deliver inclusive sessions which motivate learners			Understand the use of different assessment methods and the need for record keeping				
Assessment and evidence for portfolio building	Roles and responsibilities	Current legislative requirements	Points of referral	Equality, diversity and inclusion	Need for record keeping	Approaches to teaching/learning	Embedding functional skills	Justifying approaches	Plan teaching and learning	Selection of resources	Ground rules and behaviour	Engaging/motivating learners	Good practice in giving feedback	Communicate effectively	Evaluating own teaching	Assessment methods	Use of assessment methods	Assessment record keeping
Reflective Practice and Professional Development	1.1	1.2			1.5	2.1									4.5			
Learner needs, equal opportunity and inclusion			1.3	1.4							4.1		4.3	4.4				
Session planning, practice and observation						2.2	2.3		3.1	3.2		4.2						
Assessment strategies and recording																5.1	5.2	5.3

For further information, or details for ALL learning outcomes, please refer to the appropriate route and specific section. Additional materials and activities can be found in the supporting textbook and CD ROM provided for learners when they register for the Award.

## Guidance for lesson observation and the micro-teach

Please find below guidance on how to make judgements about teaching. Consider the statements below during your evaluation (only if the learner matched all the criteria would they be awarded an excellent appraisal).

You should jot down ideas, suggestions and areas for development as they occur (it is not always as easy to remember as we would like to think). Be sure to explain clearly strengths and areas for development: give structured feedback which identifies the positive, as well as those areas in need of improvement.

The form helps in providing evidence to give as feedback: the more detailed the feedback the better. To be useful, your feedback needs to be perceived as such by the recipient. How are you going to manage this? Begin with three positive comments, followed by the areas for development.

### **1 The learner plans effectively and sets clear objectives that are understood**

- objectives are communicated clearly at the start of the lesson
- materials are readily available
- there is a logical structure to the session
- the lesson is reviewed at the end.

### **2 The teaching methods used enable all students to learn effectively**

- if appropriate, the lesson is linked to previous learning or teaching
- ideas and experiences of learners are drawn on
- a variety of activities and questioning techniques are used
- instructions and explanations are clear and specific
- all students are involved, listened to and responded to appropriately
- praise is given
- appropriate methods of differentiation are given.

### **3 Students are well managed and appropriate standards of behaviour are maintained**

- students are encouraged and praised for contributions and effort
- prompt action is taken to address poor/inappropriate behaviour
- everyone is treated fairly, with equal emphasis on all ability groups and sexes.

### **4 Students achieve productive outcomes**

- students remain engaged throughout the session and make progress
- students understand what is expected of them
- outcomes are consistent with stated objectives
- the pace of the lesson suits students.

## **5 The learner shows good subject knowledge and understanding**

- demonstrates thorough knowledge of the subject
- subject material is appropriate for the session
- knowledge is made interesting and relevant for students.

## **6 Teacher makes effective use of time and resources**

- time is well utilised and follows the lesson plan
- a suitable pace is maintained throughout the lesson
- appropriate learning resources are used (for example ICT, handouts and the library)
- appropriate use is made of other available support (for example learning, support/development centres, teachers).

## **Evaluation of Micro-teach – guidance**

Whilst the micro-teach does not form part of the formal assessment it is an essential part of the learning process and therefore have each learner needs to the opportunity to gain from feedback from the session. It is also a useful activity to encourage peer assessment where those who are the ‘learners’ for the micro-teach have the opportunity to evaluate the process both from the perspective of their own teaching and that of others’.

The following are suggestions on how to give useful feedback, which identifies the positive – as well as areas which need development – in a way the recipient finds useful. The form helps in providing evidence for feedback.

It is helpful to start your feedback by asking the question – ‘how do you think the session went?’ This starts off a discussion which can then be informed by the details on the feedback sheet.

Remember the observation is about what you observed in the session – keep the conversation focused on the actual session.

The key areas to focus on in the observation and feedback are summarised on the feedback form:

- learner plans effectively and sets clear objectives at the start of the lesson that are understood and subject material is appropriate for the session
- teaching methods used enable **all** students to learn effectively through a variety of activities and questioning techniques
- students are well managed and appropriate standards of behaviour are maintained
- students achieve productive outcomes through appropriate methods of differentiation
- learner shows good subject knowledge and understanding
- learner makes effective use of time and resources, with materials that are ready and available
- the lesson is reviewed at the end.

## Addressing literacy and language needs in education and training

### Defining the minimum core of teachers' knowledge, understanding and personal skills

There are opportunities to address the minimum core throughout initial teacher training so that the levels of language, literacy and numeracy, of both the teacher and learner remain a significant focus. It is particularly important that all those involved in teaching recognise the importance of their own role in developing the functional skills of their learners. Whatever the teacher does in the teaching context has its impact on learners, so it is essential that all teachers can be confident in their own level of functional skills. This has been highlighted through the incorporation of the minimum core into teaching qualifications at Level 4 and above but is worth considering from the start.

Language, literacy and numeracy need to be viewed as organic and relevant to all teaching and learning. Every teacher needs to be aware of the role they play in developing their learners' language skills through reading, writing, speaking and listening – and of the importance of their own skills if they are to be able to provide effective support. Throughout teacher training the two strands of personal skills and developing those of learners will be reinforced.

The principal skills opportunities are:

- reading: for example find and select, from a range of reference material and sources of information, including the internet
- writing: for example understand significant features of English spelling and of contribution of the punctuation to meaning in written texts
- listening: for example listening attentively and responding sensitively to contributions made by others
- speaking: for example 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.

For those in practice, it is possible to identify opportunities to embed the key skills or Core Curriculum (depending on the policy adopted by the particular organisation). From the planning stage opportunities to address literacy/language, numeracy and ICT should be identified in both the scheme of work and the session plans produced for portfolio building. Examples resources should also include opportunities to incorporate literacy/language and/or ICT.

See the unit, textbook and CD ROM for further guidance on addressing key skills or the Core Curriculum.

## Portfolio building – gathering of evidence

The taught route for the award provides different activities so that learners can produce work for their teaching portfolio. These opportunities are indicated in the textbook/CD which accompanies the course. Appropriate evidence should be used to build up portfolio which should contain only final assessment evidence which is identified by the criteria at either Level 3 or Level 4. Once this has been assessed it will be checked by the internal verifier and subsequently, a sample assignment will be submitted for external verification/examination. If it is agreed as meeting national standards, certificates will be approved.

A range of activities throughout the course will generate evidence of:

- underpinning knowledge (through researching different aspects of teaching and learning which may inform practice)
- application of knowledge and skills (developed and demonstrated through the practical activities).

It is only practice-based evidence which is required in the final portfolio. This evidence should clearly reflect the level of the Award achieved.

## Further information

Edexcel produces regular policy statements on its 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, [www.edexcel.com](http://www.edexcel.com).

# **Teacher support materials for the mandatory unit**



## Teacher support materials for Preparing to Teach in the Lifelong Learning Sector

This mandatory unit at Levels 3 and 4 has the following learning outcomes.

### 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 students
- 5 understand the use of different assessment methods and the need for record keeping.

These learning outcomes can be achieved by carrying out the activities suggested in these support materials.

The textbook and CD ROM can be used as a framework as they provide a simple and direct route for generating appropriate evidence. This is based on building an understanding of the processes involved in effective delivery and a range of ideas for producing materials which focus on the assessment criteria. The outline follows the chapter layout used for the textbook and CD ROM.

Through initial guidance learners need to be made aware of the requirements of the learning outcomes and assessment criteria for the unit and wherever possible, use any naturally occurring evidence. This may include:

- video/DVD
- audio tape
- teaching materials and resources
- session plans
- schemes of work
- assessment materials
- observation reports.

Other documentation such as written explanations, evaluations and records of professional discussions can be used to plug any gaps in the evidence. As part of building up of a portfolio evidence learners should also complete a reflective practice journal (RPJ). This should provide an opportunity to identify how theory can relate to practice and the importance of using evaluation to inform and improve practice. This reflection is specifically directed towards addressing some of the assessment criteria, such as justifying the approaches to teaching and learning selected for use with students. This gives more experienced learners an opportunity to evaluate their own methods and styles of delivery focusing on their own specialist area/subject.

## Learning outcome 1: Understand own role, responsibilities and boundaries of role in relation to teaching

### Activity 1.1.1

Encourage learners to reflect on why they have come into teaching. They could look back on their own learning experiences. As a group, for any positive learning experience, explore what made any positive learning experience work. Questions that may help to identify these experiences could be:

- Was it something to do with the approach of the particular teacher/trainer?
- Was it because of the subject matter?
- Was it related to the use of materials or resources?
- Did the assessment strategy suit them?
- What was it about the way the teacher managed the learning experience or environment that made the experience positive?

By analysing the experience learners can consider the underlying issues.

When analysing a negative experience, explore what contributed to the negativity. For an occasion where it was felt learning was not taking place, why were individuals not engaged or motivated in the learning process. Questions that may help to identify these experiences could be:

- Was there too much teaching and not enough learning?
- Was the approach wrong with too much theory and not enough practice?
- Was there any positive reinforcement?
- Was it the lack of planning or organisation?

Compare and contrast the different features that make a learning experience either positive or negative. Analyse the role of the teacher in managing the learning experience and creating a learning environment.

### Activity 1.1.2

All learners involved with teaching, training or tutoring need to be increasingly aware of current legislation as it affects the individual as well as the whole organisation. It is essential that all learners are made aware of the requirements of the teacher at national, regional and local levels. It can be a useful learning activity if different members of the group are nominated each week to take responsibility for producing a handout for the whole group that summarises legal, regulatory and educational considerations and how they impinge on the learner's role. Classroom discussions summarised on flipcharts can also be consolidated in a handout. It is an interesting challenge and allows for initiative, researching information and using ICT as each member of the group knows that they will be responsible for producing a resource as opposed to just making their own notes. This can also make better use of sessions as time will not be spent whilst everyone copies from flipcharts.

Look at the current legal and regulatory framework as it affects teaching and training.

It is the responsibility of the individual teacher to ensure that the requirements of the Health and Safety at Work Act and other relevant legislation/codes of practice are met. Carrying out a risk assessment of the teaching environment is important if learners are to be made aware of the risks to themselves and their students. Most organisations have their own paperwork and learners need to carry out health and safety checks on a regular basis. Carry out a risk assessment of the teaching/training environment and discuss the issues that were identified.

A range of websites for exploring current requirements are listed in the textbook and CD ROM and include:

- [www.dcsf.gov.uk](http://www.dcsf.gov.uk)
- [www.lluk.org.uk](http://www.lluk.org.uk)
- [www.nfer.ac.uk](http://www.nfer.ac.uk)
- [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- [www.successforall.gov.uk](http://www.successforall.gov.uk)
- [www.tes.co.uk](http://www.tes.co.uk)
- [www.trainingfoundation.com](http://www.trainingfoundation.com).

### **Activity 1.1.3**

Explore the range of points of referral available to learners. Learners should obtain prospectus materials, student charters, centre handbooks, induction materials, course handbooks, study skills materials, diagnostic tests and teacher support materials as well as any reference materials such as counselling or career information.

Arrange for a tutor, a careers counsellor, a skills tutor, an advice and guidance officer and a course manager to talk about their responsibilities.

In groups, identify the purposes of each of the referral and support agencies and how they contribute to learners' success.

### **Activity 1.1.4**

Obtain a copy of the organisation's equal opportunity policy and discuss this as a group in order to raise how the policy can be/has been implemented and how it addresses the needs of equality and inclusion within the organisation. Where the group covers a range of organisations then it is very useful to compare different policies. Where it is difficult to access a policy document then learners may research a document from one of the websites that considers equal opportunities issues.

If this proves difficult, there are alternatives.

In small groups, encourage learners to design their own equal opportunities policy with suggestions as to how the policy could be implemented. This should include issues such as timing and cost of courses, distance and accommodation as well as the areas of gender, culture or physical/learning disabilities.

Review the procedures and resources in the centre to see whether they comply with equal opportunities requirements. This might involve looking at other literature to establish how inclusive the materials are.

Another option is to undertake an accessibility audit for the organisation to see what provisions have been made for access to resources.

### **Activity 1.1.5**

In this context record keeping refers to the professional duty of each teacher to track and log the course and all learners involved. Information such as attendance, retention and progression is frequently required by outside agencies. This is also an opportunity to demonstrate basic numeracy with the potential to calculate average, range and percentages from the data. Where there is an opportunity to use real data this is ideal.

If real data is not available then for the 'register' provided calculate:

- the totals for attendance per session and per student
- the percentage attendance per student
- the average attendance per session
- the percentage of learners completing the course
- the range of attendance over the course (maximum to minimum).

What does the data reveal and how might this information be used to shape teaching activity?

Use the following example.

Learner name	3 Sep		10 Sep		17 Sep		24 Sep		1 Oct		8 Oct		15 Oct		22 Oct		29 Oct		5 Nov		12 Nov		End
	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	
Bosch, Hieronymus	/		/		/		/		/		/		/		/		/		/		/		9
Canaletto, Antonio	/		/		/		/		/		/		/		/		/		/		/		11
Constable, John	/		/		/		/		/		/		/		/		/		/		/		10
Cosslett, Peter	/		/		/		/		/		left		/		/		/		/		/		3
Crossley, Harley	/		/		/		/		/		/		/		/		/		/		/		10
Dali, Salvador	/		/		/		/		/		/		/		/		/		/		/		
Da Vinci, Leonardo	/		/		/		/		/		/		/		/		/		/		/		
El Greco, Domenico	/		/		/		/		/		/		/		/		/		/		/		
Gauguin, Paul	/		/		/		/		/		/		/		/		/		/		/		
Goya, Francisco	/		/		/		left		/		/		/		/		/		/		/		
Landseer, Edwin	/		/		/		/		/		/		/		/		/		/		/		
Monet, Claude	/		/		/		/		/		/		/		/		/		/		/		
Picasso, Pablo	/		/		/		/		/		/		/		/		/		/		/		
Renoir, Auguste	/		/		/		/		/		/		/		/		/		/		/		
Reynolds, Joshua	/		/		/		/		/		/		/		/		/		/		/		
Turner, William	/		/		/		/		/		/		/		/		/		/		/		
Attendance	15		14		15		11																

<b>Key</b>
P – Present
A – Absent

## Learning outcome 2: Understand appropriate teaching and learning approaches in the specialist area

### Activity 1.2.1

Carry out a teaching/learning audit. Individually, draw a table listing the range of teaching and learning approaches which are particularly appropriate to an individual subject area or context. Alongside each item justify how and why it is considered appropriate to the particular specialist area. Categorise the selection under the headings skills, knowledge and understanding. Some approaches may fit under more than one heading and this should be made clear.

This provides an opportunity to introduce related theory, when categorising learning by domains and to consider Bloom's taxonomy. By encouraging learners to consider how different approaches may be better suited to particular subjects or groups of students, they can reflect on the suitability of different teaching methods and learning strategies. Learners from different backgrounds and teaching contexts can compare perceptions of what works for different subjects and students.

**If time permits, this additional activity may be completed.**

We are all different and our experiences have a strong influence on our ability to interpret and absorb information. Not being able to match information to some of the concepts we already understand makes it far harder to retain new information.

The simplest learning styles has been used in the book – Bandler and Grinder's Multi-sensory approach. The key element here is that it encourages prospective teachers to remember that not everyone learns simply because they are being taught. An over-reliance on the auditory approach has been a feature of both traditional teaching and continues to dominate higher education which is why learners need to be aware of the reasons urns some students off.

Encourage learners to explore these concepts fully in order to adopt a varied approach to planning sessions and developing resources.

When dealing with the Certificate or Diploma, use a more holistic approach. It is worth reviewing mandatory *Unit 2: Planning and Enabling Learning* when organising the scheme of work as the issues dealt with in mandatory Unit 1 are also covered in greater depth in the other units. Considering learning styles is a good example as the VARK model is used in mandatory Unit 1 and other models are tackled in both the Certificate and Diploma. Where mandatory Unit 1 is used as a pre-service, stand-alone unit then this approach can give learners without teaching experience the basics for teaching.

Most centres have the opportunity to access a learning styles questionnaire. Some centres use a paper-based VARK questionnaire, whilst others may have invested in an electronic version such as Quicksan. This should be used in the initial assessment stage before registration but may be used as an introduction to learning styles for those undertaking teacher training. Learners will have the opportunity to interpret their own preferred learning style and link this to their learning experiences.

Having undertaken the test, learners should reflect on how they perceive their own preferred learning style. It should be emphasised that learning styles do not predict of learners' capacity to learn, but are ways of varying the learning experience within any given session. Emphasise in discussion that all learners and students should be given every opportunity to learn in as many different ways as possible in order to develop their own learning strategies. (This is a preliminary overview only as this topic is dealt with in greater detail in other units.)

Working in small groups, use the information about preferred learning styles to devise a session using each of the learning styles – visual, auditory, kinaesthetic, read/write and multi-sensory. A topic could be suggested for the session, reflecting the different contexts of the groups, or learners can decide their own topic for the session. It can save time if the topics are chosen by the teacher beforehand otherwise the groups can spend a lot of time discussing what to use as the topic. Alternatively, this activity can be a good icebreaker. The groups can present their ideas to the whole class and explain why particular activities were selected. Suggest other approaches that could also be used instead.

With a small group, everyone could cover each of the different learning styles, whilst with a larger group it might be worth creating sub-groups and allocating each one a specific learning style. This uses time more effectively and encourages peer teaching and presentation skills. This can be further adapted by allocating each group a preferred learning style on the basis of the dominant learning style of that group or allocating the group a different style, for example auditory learners asked to think and work in a visual style. This is an effective way to get learners to appreciate that their preferred learning style may lead them to teach in a very different way to the way many of their own learners would prefer to learn.

### **Activity 1.2.2**

Obtain a copy of the syllabus or guidelines for the learner's own specialist subject/area as these generally include signposting for the appropriate key skills/Core Curriculum. Use these as a guideline to identify opportunities for addressing the functional skills. Select a specific aspect of the subject area to produce a mapping document which identifies opportunities for embedding a range of functional skills – literacy, language, numeracy and ICT – at a level to suit the student group.

Mix and match members of the group so that small groups have an appropriate of learners and experience so they can use the mapping exercise to plan a session that embeds literacy, language, numeracy and ICT skills which could be used as portfolio evidence.

Learners will need copies of the current key skills descriptors.

Each group should produce a specific numeracy activity to suit Level 1 learners. The group should then present the activity and justify this to the other groups in order to discuss the strengths and weaknesses of the selected approaches and how they might be adapted for practical use.

One of the most effective ways of engaging learners is to pair them with other learners from similar or very different backgrounds or teaching contexts. Similar contexts allow opportunities for peer support, whilst pairing contrasting learners can allow more reflection and evaluation as ideas have to be explained and justified.

Having to justify the choice of teaching and learning approaches means that discussion ideas have been tested and choices are clearly reasoned. Linked with this activity is the opportunity for the pairs to justify the approaches adopted by their partner as a mini-presentation to the others. This also provides an introductory teaching session.

### **Activity 1.2.3**

In pairs, each learner needs to explain to their partner the approach adopted for a specific session designed to engage learners in their own learning and help them towards autonomy in learning. This can be the same session discussed earlier in this section. Discuss the implications of the selected approaches and consider alternative options.

This can also be used as an opportunity to use ILT in making the mini-presentation in activity 1.2.2.

## **Learning outcome 3: Demonstrate session planning skills**

An interesting activity to engage a range of learners from different backgrounds and experiences is to run a micro-teach session of 10-15 minutes. It is helpful for learners with little or no teaching experience to have the opportunity for trial and error in a relaxed, unthreatening and fun environment where they can get peer and teacher feedback. Plans can be compared and reviewed to develop them further.

### **Activities 1.3.1, 1.3.2 and 1.3.3**

#### **Micro-teach example A**

Each learner should deliver a 10-15 minute session based on a subject or theme not normally taught but very familiar to the person delivering the micro-teach such as a hobby, interest or passion. This creates a level playing field where no one individual's experience of teaching a subject gives them an advantage over others in the group. Everyone delivers something that is different but, by choosing a hobby, they should have some knowledge or interest they can share with others. The results are usually fresh, interesting and challenging. The session should include evidence of appropriately structured planning, a range of teaching and learning activities and the use of some teaching resources.

#### **Micro-teach example B**

Each member of the group should deliver a topic from their own specialism for a more formal approach to micro-teaching for 10-15 minutes. This gives learners an opportunity to assume a more professional role. This approach can also be used to encourage learners to have a go at planning a session using methods they would not normally use for their own subject. Learners should include a clearly structured session plan, session objectives, teaching and learning activities, resources and learning checks and an assessment strategy to match the time duration of the session.

#### **Evaluation of Micro-teach example A and B**

Following the session each member of the group should have the opportunity to evaluate their own experiences as a student as well as their role as a teacher. Each learner should have the opportunity to observe, feed back and evaluate at least 45 minutes of micro-teaching from peers in addition to evaluating their own delivery. Self-review should consider:

- suitability of the topic for the group and the level at which it was pitched
- use of different teaching and learning activities during the session
- differentiation to meet different students' needs
- advantages and limitations of the resources and ways of improving them particularly in relation to identified needs of specific students.

## **Learning outcome 4: Understand how to deliver inclusive sessions which motivate students**

Managing students in the classroom/workshop/laboratory is fundamental to establishing a conducive environment for learning. All teachers need to appreciate the importance of establishing the ground rules with their students. Teachers do not automatically command respect. Students are not always respected.

A useful activity for the start of the course is to negotiate group guidelines. When approached in a positive way it can be used to explore the importance of learners in setting the boundaries for classroom behaviour. Their views are valued and they have some input to the learning process. If each member of the group contributes the guidelines, which are then printed for reference in their portfolios, they are encouraged to feel greater responsibility for their own role and to recognise the need for effective group dynamics. Discussion gives learners confidence in speaking up within the group.

### **Activity 1.4.1**

Organise learners into pairs and ask them to decide on the most important thing for them that will optimise working in the classroom. Give them 5 minutes for the pair work then regroup into fours. After discussing the issues each group of four should share its top two guidelines, which will be recorded on a flipchart and used for further class discussion.

Learners should be encouraged to feel that nothing is too trivial. If it is important to them, it may well be important to others in the group. This enables the learners to take ownership of their own learning. It is also an opportunity to explain about valuing diversity and that not everyone feels the same about different aspects of the teaching and learning environment. The activity encourages learners to see things from the perspective of the student rather than the teacher and to discuss why students feel the way they do.

Younger learners need more guidance in negotiating group guidelines. Encourage learners to explore their own views in relation to gender, ethnicity and other issues and encourage reflection and consideration of bias or prejudice.

A number of games are available to explore these issues. This needs to be dealt with sensitively when dealing with younger students. A useful activity might be to ask if any of the group have had experience of dealing with issues of discriminatory language or behaviour. The Standards Unit materials produced in conjunction with the Subject Specialist Coach (in the E2E section) and the Gold Dust resources contain examples of such materials. They should be available from the nominated Specialist Subject Coach or from the Standards Unit website.

### **Activity 1.4.2**

Learners should review their work for activities 1.2.3, 1.3.1, 1.3.3 and 1.2.3.

Learners should identify the teaching techniques used and explain why they were effective in engaging and motivating students. Learners should present the information in tabular form identifying in the first column the technique used. In the second column they should suggest why it was appropriate and effective and in the third column how it engaged and motivated students. Learners should present their evaluation to others in the group.

### **Activities 1.4.3, 1.4.4 and 1.4.5**

Communication presents a challenge for those with limited or no experience of teaching. It is important that an introduction to the principles of communication is provided at the start of the programme in relation to:

- verbal communications – including language, pace, tone
- non-verbal communications – important where groups may be from diverse cultures
- barriers to communication – based on students' abilities
- barriers to communication – based on environmental factors.

The model using a transmitter, receiver and identifying barriers provides an effective way of discussing the ideas especially when it can be used to emphasise the need for students to be 'turned on and tuned in' (but not dropped out) in order to be receptive.

Divide the class into groups of three. One member of the group is the first designated speaker, the second is the listener and the third is the observer/timekeeper. In the simplest version of this activity, the instruction is to talk for two minutes on a subject of the individual's choice such as an interest, hobby, pets or holidays. Each member of the group tries each of the roles and then shares their feelings at the end of the activity.

A more complicated version allows the listener to respond and interact. The listener is not allowed to talk to the speaker but can respond in any non-verbal manner, for example acting bored or interested. Once each individual has experienced each role, the observer for each situation should report to the others in the group and the group can discuss how they felt in each role. What should become evident is the frustration of not being able to respond and the importance of the non-verbal clues. Exploring these issues will heighten awareness of the importance of two-way communication in the classroom – as teachers we need to know our signals have been received and properly understood and that we can receive and understand signals from the students.

### **Activity 1.4.6**

Use the work carried out for activity 1.4.2 as the basis for this activity if learners' own work is being considered. In groups identify the characteristics of effective teaching. Produce a grid showing the characteristics and an associated rating scale numbered from 1 to 5.

Then deliver a micro-teaching session which might be flawed so that learners can rate your performance. Learners can use the grid to self-assess some of their teaching.

## Learning outcome 5: Understand the use of different assessment methods and the need for record keeping

A simple approach is to use the group's personal experiences of assessment. Alternatively you could use case studies so that appropriate strategies can be selected to suit different contexts. The evidence required for this element of Mandatory Unit 1 is also covered by CTLLS Mandatory Unit 3 (*Principles and Practice of Assessment*) and DTLLS Mandatory Unit 3 (*Enabling Learning and Assessment*) where a holistic approach is followed. Alternatively, this can precede the micro-teach session and provide an opportunity to explore the approaches to use when checking learning during the micro-teach.

### Activities 1.5.1, 1.5.2 and 1.5.3

Divide learners into three groups and give each group specific topic:

- assessment at the start of the course (initial assessment)
- assessment during the course (formative/continuous)
- assessment at the end of the course/module (summative/terminal).

Each group should identify as many examples as possible of different forms of assessment, both formal and informal, that could be used in the situations they have been given. By using groups for specific scenarios you avoid duplication.

Learners could then match assessment methods to opportunities within their own subject context and with specific learners.

Discuss the purposes of assessment record keeping and why accurate assessment records are needed in teaching and learning.

## Alternative teaching routes

There are three possible routes identified to reflect the different needs of learners at either level.

### First track (route 1)

The **taught routes** for those interested in teaching but with no opportunities for current teaching practice.

### Fast track (route 2)

The **supported/self-directed** study route for those with some teaching experience, which is limited or no longer current.

### Inside track (route 3)

The **self-directed** study route for those with teaching experience, which is current and relevant.

Because of the very wide range of knowledge, experience and contexts for the teacher in lifelong learning the three approaches refer to teaching, training, tutoring and mentoring. Elsewhere this document will simply refer to 'teaching' and the 'teacher' whilst recognising the great variety of roles that this includes. The different approaches to this Award are shown in table form. More detailed guidance is provided in separate sections later, along with the different approaches to the identification of portfolio evidence.

The support materials have been structured to link to the unit specifications for both levels, the textbook and the CD ROM wherever possible. From a clarification of the possible routes, the emphasis shifts to the tables to demonstrate the opportunities for portfolio building directly linked to the learning outcomes, assessment criteria (relating to the differences at Level 3 and 4) and standards. These provide ideas and are not prescriptive. Further ideas in each of the relevant sections reflect the different nature of those following specific routes. The route selected should be negotiated between the learner and the course manager or teacher and reflect the guidelines set out above. Any route can be used to achieve threshold status to teach in the lifelong learning sector, and represents the first step towards QTLS status. This should be recorded in the appropriate Individual Learning Plan (see *Appendix D*).

Not all those undertaking the Award will be seeking QTLS and this should be reflected in the choice of approach. For some the introduction provided by the Award will be sufficient; others will undertake the PTLLS Unit as part of either the Certificate or the Diploma. Because of the different destinations of people taking the Award it may be offered at either Level 3 or Level 4.

Each route, at both levels, tackles the specific learning outcomes and the opportunities for generating evidence and follows a similar pattern. The taught route/s require the greatest amount of teacher input and these have been dealt with in more detail. Each learning outcome, the same for both levels, has been linked to the appropriate chapter of the textbook and should be used in conjunction with the materials in both the textbook and the CD ROM.

Opportunities for portfolio evidence have been identified wherever possible along with emphasis on specific areas which may be different from existing qualifications, approaches or delivery, or different between the levels. Some examples of pro forma have been included as an appendix which complement those in the textbook and CD ROM.

This (TSM) document provides guidance and ideas to support the delivery of the Award at Level 3 or Level 4. It is not intended to be prescriptive and centres are not expected to deliver everything that is suggested. It is important to remember that this Award can be delivered as a Level 3 and therefore, needs to address the assessment criteria in an appropriate way. The Level 4 learning outcomes are the same as those for Level 3, but require a greater level of referencing, research, analysis and development.

## Routes through PTLLS

First track (route 1)				
<b>Aimed at:</b>				
Those interested in teaching/training/tutoring/mentoring with no prior experience or those needing to update due to changed circumstances.				
<b>Micro-teach</b>	Observation of teaching practice to demonstrate development of teaching and learning approach – minimum of 15-minute session at point decided by tutor/course manager and observation and evaluation of a minimum of 45 minutes of other micro-teach sessions.			
<b>1</b>	<b>Provision – Intensive Model</b>			
	One week – five days intensive			
	Two three-hour sessions per day			
	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>

First track (route 1) – alternative route									
<b>Sequential Model</b> Ten weeks (or equivalent) One three-hour session per week									
<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>	<b>Session 7</b>	<b>Session 8</b>	<b>Session 9</b>	<b>Session 10</b>
<b>Portfolio of evidence</b> Evidence based on the demonstration of the development of skills, knowledge and understanding plus completed tasks to cover underpinning knowledge to meet unit assessment criteria at either Level 3 or Level 4 needs to be included in a portfolio of evidence.									

Alternative routes to the Award – fast track (route 2)
For those identified through initial assessment as having the necessary experience to be able to generate evidence without the need to follow the taught route.
<b>Fast track (route 2)</b> Practitioners with some experience in teaching/training/tutoring/mentoring, which is limited or no longer current.
Observation of teaching practice to establish current level.
<b>Guided/distance learning</b> With adequate experience able to use the textbook/CD ROM to produce evidence from practice prompted by appropriate tasks.
Tutorial support as required
<b>Guided learning</b> Using textbook/CD ROM plus collecting evidence based on current practice with additional written support as required.
<b>Teaching practice portfolio</b> Evidence plus completed tasks to cover underpinning knowledge, to meet unit assessment criteria.

<b>Alternative routes to the Award – inside track (route 3)</b>
<b>For those identified through initial assessment as having the necessary experience to be able to generate evidence without the need to follow the taught route.</b>
<p><b>Inside track (route 3)</b></p> <p>Experienced practitioner – teaching/training/tutoring/mentoring, which is current and relevant.</p>
Observation of teaching practice to establish current level.
<p><b>Open/distance learning</b></p> <p>Learners produce a teaching practice portfolio meeting the unit assessment criteria. Able to work independently in collecting and collating naturally occurring evidence based on current practice with additional written support as required.</p>
<p><b>Teaching practice portfolio</b></p> <p>Evidence of teaching practice plus additional evidence to cover underpinning knowledge which meets unit assessment criteria.</p>

# First track (route 1)



# Teacher support materials for Preparing to Teach in the Lifelong Learning Sector

## First track (route 1)

This is for those interested in teaching/training/tutoring/mentoring with no prior experience or those needing to update due to changed circumstances. Preparing to Teach in the Lifelong Learning Sector can be offered at Level 3 or Level 4.

There is considerable guidance for those following the taught (or first track) option, through the supporting course textbook and CD ROM which accompany this Award. These should be referred to as an initial source of information and guidance. The materials are important in developing the strategies essential in teaching, where each individual needs to aim towards an autonomy which enables them to master and assess their own work.

There are a number of tasks in the textbook/CD ROM which help the individual to generate evidence to build up their teaching portfolio for either Level 3 or Level 4 of the Award. Where learners are not currently employed in a teaching/training role – or require the additional support of sharing their knowledge and experience with others in a more formal group situation – opportunities for presentations and micro-teaching are an essential part of the teaching and learning experience.

Sessions should give learners as many opportunities as possible to share their experiences and, in particular, to build confidence in working with groups of students. Whether they are currently teaching or not, discussion of learning experiences in small peer groups is highly effective (*Cordingley, 2006*). Such co-constructive work will be particularly useful for those tasks focusing on reflective practice.

Particular attention needs to go into explaining, the assessment criteria and what constitutes evidence for teaching practice portfolios. Learners who lack opportunities for naturally occurring evidence should be given opportunities for simulation and practical activities to achieve similar results so that they will not be disadvantaged in generating evidence for their portfolios at either level.

The textbook and CD ROM provide simple and direct routes for generating evidence at Level 3 or Level 4. They build an understanding of the processes involved in effective delivery and provide a range of ideas for producing materials with the focus on the assessment criteria.

The following sections address both the requirements of the qualification and how the textbook and CD ROM can help, with chapter references to the textbook.

## Introduction – (no learning outcomes)

*(See Course Textbook – Chapter 1: Introduction into teaching and training.)*

Chapter 1 in the PTTLS course textbook deals principally with the nature of teaching, encouraging learners to reflect on why they think they want to teach. Activities on the CD ROM also prompt reflection on motivation for teaching and learning.

The idea of reflection continues throughout the textbook, the accompanying CD ROM and the units and should be supported by an individual learning plan. These enable learners reflect on their own role, the relevance of underpinning theory and the ways in which reflective practice can improve teaching.

The Reflective Practice Journal is an important tool for all trainee teachers. Learners should regularly record and evaluate aspects of their teaching and learning that they see as important. The Reflective Practice Journal also gives the teacher feedback and provides the basis of a constructive dialogue between teacher and learner.

Direct feedback, intended as helpful, can actually be harmful (Sadler, 1998). The Reflective Practice Journal should be a tool to help the learner develop without demotivating or causing excessive anxiety. The teacher-trainer should model the very attributes they wish to encourage in their teacher-learner in order to make reflective practice a reality.

Success in this process can provide evidence for all assessment criteria but also gives the learner more control over their own action planning as part of their individual learning plan.

After each session learners should be encouraged to reflect on how the issues covered can be adapted to suit their own specialist area. Through reflective practice the individual can be encouraged to read around subjects in order to develop a better understanding of teaching their specialism.

## Learning outcome 1 – Understand own role, responsibilities and boundaries of role in relation to teaching

(See *Course Textbook – Chapter 2: Your role and your responsibilities.*)

The teacher should identify or create opportunities for generating evidence. There may be a tendency to cover everything in the same depth as required in other teacher qualifications and it should be remembered that this is the initial step and for some may simply be a taster. This is not a teaching qualification in its own right and the required learner involvement should be viewed accordingly.

<b>Learning outcome 1.1</b>	
<b>L3</b>	Explain own role, responsibilities and boundaries of own role as a teacher
<b>L4</b>	Review own role, responsibilities and boundaries of own role as a teacher

### Activity 1.1

- Get learners to obtain job descriptions from the local and national press in order to see what is available in their own specialist area and to establish what the job entails. It would be useful for those with no teaching experience to write a letter of application and curriculum vitae.
- Many teachers enter the profession because they have experienced a really positive role model in the form of one of their own teachers. It is a valuable activity for learners to reflect on their own positive and negative experiences as a basis for their Personal Reflection Journal. This is formalised through the activity in the course textbook relating to the qualities of a good teacher.
- Ask learners to think of a **positive** experience, either from their past or from recent training and explore why it was positive. Questions that may identify these experiences could be:
  - Was it something to do with the approach of the particular teacher?
  - Was it because of the subject matter?
  - Was it related to the use of materials or resources?
  - Did the assessment strategy suit you?
  - What was it about the way the teacher managed the learning that made the experience positive?
- Also ask learners to think of an occasion where no learning was taking place. Encourage them to identify why they were not engaged or motivated in the learning process. Questions that may identify these experiences could be:
  - Was there too much teaching and not enough learning?
  - Was the approach wrong for you?
  - Did you not get any positive reinforcement?
  - Was it the lack of planning or organisation?
  - Anything else?

- Compare and contrast the different features that make a learning experience either positive or negative. Analyse the role of the teacher in managing the learning and creating an environment for learning.

Learning outcome 1.2	
L3	Identify key aspects of relevant current legislative requirements and codes of practice within a specific context
L4	Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context

All learners involved with teaching in further education need to be aware of current legislation as it affects the individual and the organisation. All potential professional practitioners must understand the requirements of the teacher – at national, regional and local levels. The internet is the most up-to-date source of information. There is the need for learners with PTLs to have the required skills, knowledge and understanding to progress through the field of education in the post-compulsory sector. They should be able to research and to analyse information in order to distil what is relevant and important.

### Activity 1.2

- A range of websites worth exploring to research current legislation are mentioned in the textbook and CD ROM – with a small selection offered here:
  - [www.dcsf.gov.uk](http://www.dcsf.gov.uk)
  - [www.lifelonglearning.co.uk](http://www.lifelonglearning.co.uk)
  - [www.nfer.co.uk](http://www.nfer.co.uk)
  - [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
  - [www.successforall.gov.uk](http://www.successforall.gov.uk)
  - [www.tes.co.uk](http://www.tes.co.uk)
  - [www.trainingfoundation.com](http://www.trainingfoundation.com).
- It is the responsibility of the teacher to ensure that the requirements of the Health and Safety at Work Act are met. This is especially difficult if working with learners outdoors and in practical situations, but it is important to carry out a risk assessment of the teaching ‘environment’ to make learners aware of the risks to themselves and their students. Most organisations have their own paperwork and learners are required to carry out health and safety checks on a regular basis.

### Learning outcome 1.3

L3 Identify other points of referral available to meet the potential needs of students

L4 Review other points of referral available to meet the potential needs of students

Learners need to be aware of the different learning styles and preferences of both themselves and their students. The over-simplistic notion that learners have a preferred learning style has been criticised, but it is important to recognise that learners **DO** learn in different ways. We are all different and our own experiences greatly influence our ability to interpret and absorb information. The simplest of the learning styles has been used in the textbook – Bandler and Grinder’s multi-sensory approach. It encourages prospective teachers to remember that not everyone learns simply because they are being taught! An over-reliance on the auditory approach has been a feature of ‘traditional’ teaching and continues to dominate higher education so learners need to be aware that it does turn students off and why. Learners should explore these concepts fully in order to adopt a more varied approach to planning sessions and developing resources. The taught route enables learners, pairs and groups to present individual experiences as well as to explore the implications through discussion or debate.

In addressing ‘points of referral’ for learners it may be useful to draw their attention to Learning Dispositions, that is ‘being ready, willing and able to learn’ (Carr, 2001). Carr provides a useful framework for all teachers in her five dispositions for learning. They are:

- being interested
- being involved
- struggling with difficulty or uncertainty
- communicating with others
- taking responsibility for own learning.

#### Activity 1.3

- Most centres have access to a Learning Styles Questionnaire. Some centres use a paper-based VAK; others have an electronic version such as *Quickscan*.
- Taking the test enables learners to reflect on their own preferred learning style. It should be emphasised that learning styles are not predictive of ability to achieve, but are a way of looking at how to vary the learning experience within any given session. All learners should be given every opportunity to learn in as many different ways as possible to develop their own learning strategies.
- Using the ideas discussed and working in small groups get learners to devise an hour-long session into which each of the learning styles – visual, auditory, kinaesthetic and multi-sensory – are addressed at some point. Either suggest a topic or let the learners choose their own.
- Each group could present their ideas to the other groups and explain why particular activities were selected to adopt particular styles. Suggest other approaches that could be used instead.

- Explore the range of points of referral available to learners. Learners could source prospectus materials, student charters, college handbooks, induction materials, teacher support materials as well as any reference materials such as counselling or career advice information.

<b>Learning outcome 1.4</b>
<b>L3</b> Identify issues of equality and diversity, and ways to promote inclusion
<b>L4</b> Discuss issues of equality and diversity, and ways to promote inclusion

Equal opportunities need to underpin all planning of teaching and learning in further education (FE). There is an increasingly diverse range of learners, including some under 16. Prospective teachers need to be aware of the different types of learners and be able to identify appropriate coping strategies.

It is especially important to prepare those with no significant experience of teaching in the sector for the potential challenges of a wide range of ages, abilities and issues. A good starting point is the organisation's own equal opportunities charter or policy. This provides the baseline for professional practice and an opportunity to explore the issue of inclusion – from the conventional gender, age, disability, etc to the newer concept of including the excluded (as increasing numbers of school pupils are being taught in further education in an attempt to redress problems encountered in schools). The course book provides a number of simple generic ways of addressing these issues, which may encourage learners to create their own case study of an individual or group of students and how they might be included in their own specialist/subject area or context at any level.

#### Activity 1.4

- Obtain a copy of the organisation's equal opportunities policy and use it to raise awareness of ways in which the policy has been implemented and ways in which it addresses the needs of equality and inclusion within the organisation.

#### Alternative activities

- In small groups encourage learners to design their own equal opportunities policy and identify the means of implementing the policy. This should include issues such as timing of courses, cost of courses, distance and accommodation as well as the areas of gender, culture or physical/learning disabilities.
- Review all the advertising for the organisation and course literature to establish how effective the advertising is (particularly in relation to the non-physical factors affecting the learning process). Also carry out an accessibility audit for the organisation to see if provisions have been made for physical access for people with disabilities, including those with sight and hearing impairment.

<b>Learning outcome 1.5</b>
<b>L3 Explain the need for record keeping</b>
<b>L4 Justify the need for record keeping</b>

In this context 'record keeping' refers to the professional duty of each teacher to track and log information regarding attendance, retention and progression for monitoring purposes. This record keeping also enables learners to demonstrate basic numeracy in calculating average, range and percentages from the data. 'Real' data is preferred but if it is not available an example has been included overleaf. The example gives the opportunity to complete the table and then calculate overall average attendance, individual average attendance, the maximum and minimum and from that the range of possible attendances, the percentage of possible attendances for each student and the overall percentage of average attendance.

### Activity 1.5

From the register provided complete the:

- total for attendance per session
- total for attendance per student
- percentage attendance per student
- average attendance per session
- percentage of students completing the course
- range of attendance over the course (maximum to minimum).

Learner's name			3 Sep		10 Sep		17 Sep		24 Sep		1 Oct		8 Oct		15 Oct		22 Oct		29 Oct		5 Nov		12 Nov		End	
	w	t	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A		
Bosch, Hieronymus	w	t	/		/		/		/	/		/		/		/	/		/	/		/	/		9	
Canaletto, Antonio	w	t	/		/		/		/		/		/		/		/		/		/		/	/		11
Constable, John	w	t	/		/		/		/		/		/		/		/		/		/		/	/		10
Cosslett, Peter	w	t	/		/		/		/		/		W													3
Crossley, Harley	w	t	/		/		/		/	/		/		/		/		/		/		/		/		10
Dali, Salvador	w	t	/		/	/		/		/		/		/		/		/		/		/	/			
Da Vinci, Leonardo	w	t	/		/		/		/		/		/		/		/		/		/		/	/		
El Greco, Domenico	w	t	/		/		/		/		/	/		/		/		/		/		/	/			
Gauguin, Paul	w	t	/		/		/		/	/		/		/		/		/		/		/	/			
Goya, Francisco	w	t		/		/		W																		
Landseer, Edwin	w	t	/		/		/		/		/		/		/		/	/		/		/	/			
Monet, Claude	w	t	/		/		/		/		/		/		/		/		/		/		/	/		
Picasso, Pablo	w	t	/		/		/		/		/		/	/		/		/		/		/	/			
Renoir, Auguste	w	t	/		/		/		/		/		/		/		/	/		/		/		/		
Reynolds, Joshua	w	t	/		/		/		/		/		/		/		/		/		/		/	/		
Turner, William	w	t	/		/		/		/		/		/		/		/		/		/		/	/		
Attendance			15		14		15		11																	

## Portfolio evidence overview at Level 3 and Level 4

The following are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Portfolio evidence overview – Level 3			
Learning outcome	Assessment criteria	Standards	Potential 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		<ul style="list-style-type: none"> <li>• Reflective Practice Journal</li> <li>• CV</li> <li>• Write your own job description</li> </ul>
	1.2 Identify key aspects of relevant current legislative requirements and codes of practice within a specific context	AP6.1	<ul style="list-style-type: none"> <li>• Professional Practice Journal</li> <li>• Review of legislation</li> <li>• Current subject standards/specifications</li> </ul>
	1.3 Identify other points of referral available to meet the potential needs of students	FP1.1	<ul style="list-style-type: none"> <li>• Report on referral/support systems available to learners</li> <li>• Considering strengths and weaknesses</li> </ul>
	1.4 Identify issues of equality and diversity, and ways to promote inclusion	AK3.1	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Review of organisation's policy on equal opportunities</li> <li>• How accessible is your course? Audit</li> </ul>
	1.5 Explain the need for record keeping	AK7.1 AK7.2	<ul style="list-style-type: none"> <li>• Brief report to justify records, eg attendance, retention, students skills audit/needs/ learning styles</li> </ul>

Portfolio evidence overview – Level 4			
Learning outcome	Assessment criteria	Standards	Potential evidence
1 Understand own role, responsibilities and boundaries of role in relation to teaching	1.1 Review own role, responsibilities and boundaries of own role as a teacher		<ul style="list-style-type: none"> <li>Professional Development Journal</li> <li>CV including current professional updating</li> <li>Highlight areas of responsibility by analysing your own professional role</li> </ul>
	1.2 Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context	AP6.1	<ul style="list-style-type: none"> <li>Professional Development Journal</li> <li>Review of legislation and link to current subject standards/specifications</li> <li>Relate current legislation to of professional role</li> </ul>
	1.3 Review other points of referral available to meet the potential needs of learners	FP1.1	<ul style="list-style-type: none"> <li>Establish responsibilities for establishing learners' needs in relation to support</li> <li>Review referral/support systems available to learners</li> <li>Evaluate strengths and establish perceived limitations</li> </ul>
	1.4 Discuss issues of equality and diversity, and ways to promote inclusion	AK3.1	<ul style="list-style-type: none"> <li>Case study to demonstrate issues relating to equality/diversity arising within your situation</li> <li>Review of organisation's policy on equal opportunities, highlighting areas for special consideration</li> <li>How accessible is your course? Audit</li> </ul>
	1.5 Justify the need for record keeping	AK7.1 AK7.2	<ul style="list-style-type: none"> <li>Examine and justify the record keeping process, eg attendance, retention, learners skills audit/needs/ learning styles and the ways in which the existing practice meets the needs of the organisation, the students and the teachers</li> </ul>

### Sample activities for assessment/portfolio evidence at L3/L4

- Ask learners to write their own job description and explain the different aspects of how they see their role and responsibilities (learning outcome 1.1).
- Learners could review current legislation that affects teachers and specialists – such as health and safety and disabilities legislation, equality and diversity, alongside the current changes taking place in further education (learning outcome 1.2).
- Research the DCSF and LLUK websites and refer to the professional standards for teaching in the lifelong learning sector. In relation to roles and responsibilities identify support available to meet the potential needs of learners in a specific context (learning outcome 1.3), in particular in relation to promoting inclusion (learning outcome 1.4).
- Explain the need for record keeping as a part of the professional role and quality management/review process, in terms of providing evidence such as attendance, retention and progression of learners (learning outcome 1.5).

NB: be sure that learners produce evidence at the correct level – which will mean adherence to the assessment criteria to ensure the appropriate skills are being demonstrated.

## Learning outcome 2: Understand appropriate teaching and learning approaches in the specialist area

(See *Course Textbook – Chapter 3: Teaching in your specialist area.*)

Learning outcome 2.1	
L3	Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area
L4	Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area

The simplest way to demonstrate this is to carry out a teaching/learning audit with a list of selected approaches, linking it to the specific specialist subject/area. Reviewing the range of approaches to teaching and learning that suit a specific subject area or type of learner brings home the importance of having an interesting and dynamic learning process.

### Activity 2.1

- Individually, learners could draw up a table listing the range of teaching and learning approaches appropriate to their subject area or context. Alongside each item they should justify how and why it is appropriate.
- Introduce related theory, categorising learning by ‘domains’ – skills, knowledge and attitude – and introducing the principles of Bloom’s *Taxonomy*. By considering how different approaches are suited to particular subjects or groups of learners can reflect on the suitability of different teaching methods or learning strategies. The teaching and learning audit is a useful additional activity for the approaches to be categorised into one of the three domains. This enables learners from different backgrounds and teaching contexts to compare perceptions of what works for different subjects and learners. This also helps when planning sessions as it increases the opportunity to significantly vary the approaches used according to whether the focus is on skills, knowledge or attitude.
- Categorise the audit of teaching and learning approaches under three headings: Skills, Knowledge and Understanding. Some approaches may ‘fit’ under more than one heading and this should be made clear.
- Discuss the different approaches which could be related to Bloom’s *Taxonomy*. Small groups should use this classification to design a teaching session so that Skills, Knowledge and Understanding provide the basis for variety in planning the experience.

<b>Learning outcome 2.2</b>
<b>L3</b> Explain ways to embed elements of functional skills in the specialist area
<b>L4</b> Evaluate a range of ways to embed elements of functional skills in the specialist area

Learners should be encouraged to collect whatever documentation is available within their organisation relating to functional skills. For most, this will be the existing key skills pro forma. Most further education establishments carry out some form of initial assessment for learners' levels of literacy and numeracy in order to establish the level of key skills to which they need to be working.

Learners on some courses may be expected to produce portfolio evidence at Level 2 but may be excused from the test because they have GCSE Maths or English at Grade C or above; others may not have to provide portfolio evidence but will be required to do the formal test. Whatever the formal/organisational approach to key, core, basic or functional skills, at whatever level, it is important that all those involved in teaching and learning provide as many realistic opportunities as possible to aid their own learners in developing their functional skills. The functional skills should not be considered as 'add-ons'. Using the requirements of the specialised subject or area it should be possible to identify opportunities for reading, writing, speaking and listening and in this way learners can achieve the portfolio evidence for key skill communication at a level appropriate to the course – and to their individual needs.

To reflect this, try to encourage learners to highlight specific opportunities which can then be transferred to the session planning. Numeracy and ICT offer fewer obvious opportunities for the collection of portfolio evidence, but there are occasions when the application of number can be incorporated into the teaching and learning of a specific subject/area. With literacy/language as part of the audit, learners should 'signpost' opportunities for including activities which allow their own students to practise numeric skills. With the increasing use of ICT, it is a simple matter of encouraging and providing opportunities for learners to use technology to research and present their work using PowerPoint or ActivBoard, for example. It is also important to recognise the role of ICT in helping learners with poor levels of literacy to develop an alternative means of communication.

### Activity 2.2

- Arrange learners into groups with a mix of ability and experience and ask them to plan a session to demonstrate embedding opportunities for both literacy and numeracy portfolio evidence.
- Each group should produce a specific numeracy (application of number) activity, each group should present the activity and justify to other groups and discuss the strengths and weaknesses of the selected approach.

## Appendix C – key skills criteria

Currently there is no consistent approach to ICT through initial assessment, neither is there a consistent approach to the personal/soft skills (improving own performance, working with others, problem solving) although these do offer more opportunities for naturally occurring evidence through the need for most students to follow some sort of ILP and action planning procedure. Each individual on initial teacher training needs to review the organisation's policy regarding the embedding of all the skills.

Some centres refer to Basic Skills or the Core Curriculum, in addition to the key skills. Teachers will recognise the need to provide opportunities for their own learners to continuously expand their own functional skills. The effective use of the ILP should be emphasised as a means of covering all three personal skills – see *Appendix E*.

- Learners should – obtain a copy of the syllabus or guidelines for their specialist subject or area as they include signposting for the appropriate key skills and use them as a guideline for addressing the functional skills.
- Select a specific aspect of the individual specialism and produce a mapping document which identifies opportunities for strongly embedding the full range of functional skills – literacy, numeracy and ICT as well as the personal skills. Include this review in the teaching practice portfolio.
- Having carried out a skills audit, choose a single session to demonstrate how specific skills may be embedded so as to encourage learner involvement in a way they appreciate.
- Use the opportunity to discuss embedding the functional skills, earlier in this section, so each learner has the chance to design a session for their own specialist subject or an area which demonstrates actively embedding the major functional skills of literacy/language/communication and numeracy. Suggest learners use real examples from their own experience rather than an artificial example.

Learning outcome 2.3	
L3	Justify selection of teaching and learning approaches for a specific session
L4	Evaluate the teaching and learning approaches for a specific session

From the audit carried out for learning outcome 2.1 engage the group in selecting appropriate approaches for a single, specific session – this should set the groundwork for 3.1 so that the information can be applied to a real context.

One of the most effective ways of doing this is to pair learners with either similar or very different backgrounds or teaching contexts. Similar contexts allow opportunities for peer support whilst pairings of contrasting learners can create an environment for more reflection and evaluation – as ideas have to be adequately explained and justified. Having to justify the choice of teaching and learning approaches means that following the debate learners are better able to write the justification.

### Activity 2.3

- Put learners in pairs and ask them to explain to their partner the approach adopted for a specific session designed to engage learners actively in their own learning and motivate them towards autonomy. (This can be the same session discussed earlier in this section.) Learners can discuss the implications of the selected approaches and consider alternatives.
- Learners then demonstrate and justify the approach of their partner to other members of the group using a mini-presentation – making use of whatever ILT is available to the group.

### Portfolio evidence overview at Level 3 and Level 4

What follows are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Portfolio evidence overview – Level 3			
Learning outcome	Assessment criteria	Standards	Potential evidence
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	CK3.1 CP3.1	<ul style="list-style-type: none"> <li>• Produce a table to identify and justify a range of teaching and learning approaches appropriate to your specialist area</li> </ul>
	2.2 Explain ways to embed elements of functional skills in the specialist area	CK3.3	<ul style="list-style-type: none"> <li>• Produce an activity to demonstrate how you could embed literacy/language, numeracy and ICT in a specific session for your specialist area</li> </ul>
	2.3 Justify the selection of teaching and learning approaches for a specific session	CK3.1	<ul style="list-style-type: none"> <li>• Select and design a single session in order to demonstrate a range of approaches to teaching and learning – to include at least one individual activity and one group activity. Produce a report which justifies your choice</li> </ul>

Portfolio evidence overview – Level 4			
Learning outcome	Assessment criteria	Standards	Potential evidence
2 Understand appropriate teaching and learning approaches in the specialist area	2.1 Identify, adapt and demonstrate relevant approaches to teaching and learning in relation to the specialist area	CK3.1 CP3.1	<ul style="list-style-type: none"> <li>Produce a table to identify a range of teaching and learning approaches appropriate to your specialist area</li> <li>Justify some key strategies that enable effective teaching and learning</li> <li>Demonstrate ways in which the teaching and learning has been successfully adapted to reflect the particular needs of the subject and the learners</li> </ul>
	2.2 Evaluate a range of ways to embed elements of functional skills in the specialist area	CK3.3	<ul style="list-style-type: none"> <li>Identify a range of approaches to the embedding of functional skills in your specialist area</li> <li>Produce an activity to demonstrate how you could embed literacy/language, numeracy and ICT</li> <li>Evaluate the effectiveness of embedding functional skills using different approaches</li> </ul>

Portfolio evidence overview – Level 4			
Learning outcome	Assessment criteria	Standards	Potential evidence
	2.3 Evaluate the teaching and learning approaches for a specific session	CK3.1	<ul style="list-style-type: none"> <li>• Select and design a single session in order to demonstrate a range of approaches to teaching and learning – to include at least one individual activity and one group activity</li> <li>• Produce a report which justifies your choice</li> <li>• Evaluate the session in order to identify its effectiveness and offer suggestions for how it might be improved.</li> </ul>

### Sample assignment L3/L4

Ask learners to draw up a table of teaching approaches that are particularly suited to their subject knowledge and skills. For each one they should justify its use in relation to their subject area. Learners could add a second list of learning approaches to the table that reflect the needs of their students and justify their appropriateness – focusing on those particularly suited to their subject area. Learners have to demonstrate the selection of appropriate approaches through the Micro-teach, in an observed lesson (see also learning outcome 2.3) (learning outcome 2.1).

- Learners have to design an activity for their specialist area to demonstrate how they could embed aspects of the functional skills – literacy/language, numeracy and ICT within a single session and explain why they have chosen to include the functional skills in the way they have for the activity selected (learning outcome 2.2).
- Learners need to justify the selection, from the table, of a range of approaches suitable for a single session with their selected group of students and subject/area, emphasising the importance of variety in teaching and learning in order to motivate students (learning outcome 2.3).
- (Can also be linked to Micro-teach/Teaching Practice (through learning outcome 4.2) as well as to learning outcome 4.5 – reflect on effectiveness of own teaching.)

NB: be sure to assess at the appropriate level.

## Learning outcome 3: Demonstrate session planning skills

(See *Course Textbook – Chapter 4: Planning and planning skills.*)

Learning outcome 3.1	
L3	Plan a teaching and learning session which meets the needs of individual students
L4	Plan a teaching and learning session which meets the needs of individual students

As part of the Award for Preparing to Teach in the Lifelong Learning Sector, learners need to conduct a micro-teach session of at least 15 minutes. It is essential that those with little or no teaching experience have the opportunity to experiment and practise at some point in the course, and to demonstrate what they have learned.

The session should put learning into practice. It is also a valuable opportunity for evaluation, comparing plans and planning further development.

### Activity 3.1

**Micro-teach example A** – suggest that learners deliver a 15-minute session on something they would not normally teach, such as a hobby, interest or passion, which would also interest their peers. This creates a level playing field where no one person's experience of teaching a subject or area places them at an advantage over others in the group. The results are usually fresh, interesting and challenging. The session should include:

- evidence of appropriately structured planning
- a range of teaching and learning activities
- resorting as for a more formal session.

Following the session each member of the group should evaluate the experience as a learner and feed back to the individual in the role of the teacher.

**Micro-teach example B** – for the more formal 15-minutes Micro-teach, learners deliver their specialism and have the opportunity to present themselves in a more professional role.

This can also be used to encourage learners to have a go at planning a session using approaches they would not normally use for their own subject or area.

The session should include:

- an appropriately structured session plan
- a range of teaching and learning activities
- resources and learning checks/assessment strategy.

Following the session, all members of the group could be involved with evaluating collaboratively with the individual in the teaching role.

Learning outcome 3.2	
L3	Justify the selection of resources for a specific session
L4	Evaluate how the planned session meets the needs of individual students

The micro-teach session should include examples of resources selected to suit the purpose of the session and the nature of the learning group. Whether they are from existing sources or produced specifically for the session, learners need to justify the use of resource, explaining why they are fit for purpose and how they could be adapted to suit specific students' needs.

### Activity 3.2

The use of the resource/s during the micro-teach should be justified in relation to:

- appropriateness for the student/s
- use during the session
- differentiation to meet specific students' needs
- limitations of the resources and ways in which they could be improved – particularly in relation to identified needs of specific students.

### Portfolio evidence overview at Level 3 and Level 4

The following are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Portfolio evidence overview at Level 3			
Learning outcome	Assessment criteria	Standards	Potential evidence
3 Demonstrate session planning skills	3.1 Plan a teaching and learning session which meets the needs of individual students	DP 1.2	<ul style="list-style-type: none"> <li>• Session plan for a complete session</li> <li>• An individual learning plan for a single, individual student</li> </ul>
	3.2 Justify the selection of resources for a specific session	DP 3.1	<ul style="list-style-type: none"> <li>• Select and justify a range of resources which could be used to support the delivery of your subject</li> </ul>

Portfolio evidence overview at Level 4			
Learning outcome	Assessment criteria	Standards	Potential evidence
3 Demonstrate session planning skills	3.1 Plan a teaching and learning session which meets the needs of individual students	DP 1.2	<ul style="list-style-type: none"> <li>• Session plan for a complete session</li> <li>• An individual learning plan for a single, individual student</li> </ul>
	3.2 Evaluate how the planned session meets the needs of individual students	DP 3.1	<ul style="list-style-type: none"> <li>• Select and justify a range of approaches which could be used to support the teaching of your subject</li> <li>• Identify ways in which the session design has been used to address the particular needs of students</li> <li>• An individual learning plan for a single, individual student</li> <li>• Evaluate the session to identify areas for further development</li> </ul>
	3.3 Analyse the effectiveness of resources for a specific session	BP 5.2	<ul style="list-style-type: none"> <li>• Demonstrate how a range of resources have been used to suit the subject specialism</li> <li>• For a specific session produce a report to highlight the effectiveness of the selected resources</li> <li>• Identify ways in which the resources have been or need to be adapted to address different students' needs</li> </ul>

**Sample assignment**

**Refer to the micro-teach activity, page 10.**

(Includes learning outcome 4.2 and 4.4.)

## Learning outcome 4: Understand how to deliver inclusive sessions which motivate students

(See *Course Textbook – Chapter 5: Inclusive learning.*)

Learning outcome 4.1	
L3	Explain ways to establish ground rules with students which underpin appropriate behaviour and respect for others
L4	Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others

One of the issues arising out of current teacher training is the lack of preparation for coping with learners in the classroom or in other teaching contexts. All teachers need to appreciate the importance of establishing the ‘ground rules’ with their own learners. Gaining mutual respect is an essential part of teaching and learning.

A useful activity often used at the start of teacher training courses is the negotiation of group guidelines. This helps learners feel that their views are valued and that they have real input into the learning process. Each member of the group should be encouraged to contribute something towards the guidelines, which are then printed for reference in their portfolios. Discussion around the group guidelines can help the group-forming process and encourage learners to take responsibility for their own learning.

### Activity 4.1 – (see group contract activity on course CD ROM)

This activity should be explained as an opportunity to view things from the perspective of the learner rather than the teacher.

- Organise the group into pairs and ask each pair to decide on the most important thing for them that will enable them to make the most of working in the class sessions. Give them five minutes to do this.
- Regroup into fours so that they can draw out the most important aspects of the teaching environment from their discussions. (Give 5/10 minutes for this.)
- Each ‘team’ should then share their top two ‘guidelines’.
- Record these on a flipchart until all the different ideas have been covered. Where there is repetition the group can select from the other ideas from the pair activity.
- Once all the ideas have been covered, it can then be opened up to encourage any other suggestions from the floor.

Learners should be encouraged to feel that nothing is too trivial. If anyone feels that the exercise is patronising or stating the obvious – then, for them, it is. The exercise is about ownership, not compliance, and the attitude, words and actions of the teacher will influence how seriously the learners approach the exercise. It is an important opportunity to explain about valuing diversity and that not everyone feels the same about different aspects of the teaching and learning environment.

Please remember that younger learners often need more guidance in negotiating group guidelines. This may give rise to discussions which can help learners explore their own views in relation to gender, ethnicity and other social issues with the purpose of encouraging reflection and consideration of bias or prejudice.

There are a number of games available which provide an opportunity to explore these issues. These need to be dealt with particularly sensitively when dealing with younger learners. A useful activity might be to ask if any of the group have had experience of dealing with issues of discriminatory language or behaviour. The Standards Unit materials contain examples of such materials in the E2E section. These should be available from the nominated Subject Learning Coach in institutions.

<b>Learning outcome 4.2</b>
<b>L3</b> Use a range of appropriate and effective teaching and learning approaches to engage and motivate students
<b>L4</b> Use a range of appropriate and effective teaching and learning approaches to engage and motivate students

### Activity 4.2

The most useful material here is the planning and approaches used for the micro-teach session. This could take the form of a review of the pro forma currently available within the learner's organisation. It is better to use existing materials than to introduce different methods of setting out session planning. Effective session plans generally include:

- session aims and objectives – or learning outcomes
- timings
- content/teacher activity
- learner activity
- resources
- learning checks or assessment.

Key skills or Core Curriculum references may also be included.

Session plans should include teaching approaches that use variety, discussion, questioning that lifts and extends thinking, and feedback that promotes learning, which links with learning outcome 4.3 overleaf.

During both the planning and review sessions around teaching practice, learners should be encouraged to think of and try out different approaches in their classroom practice. Learners will get ideas from observing peer discussions and talking with students.

Learning outcome 4.3	
L3	Explain and demonstrate good practice in giving feedback
L4	Explain different methods of giving feedback
L4 (4.4)	Demonstrate good practice in giving feedback

Every session you run should give examples of good feedback. Level 4 learners must be encouraged to demonstrate their feedback skills as well, perhaps by giving feedback to Level 3 learners. After micro-teach sessions learners should be encouraged to interact with the group, respond to questions and to give constructive feedback to their peers.

#### Activity 4.3

The micro-teach session is a good opportunity for peer feedback and tutor feedback to highlight areas of best practice, as well as areas that need further development. Be sure to have Level 4 students practise and demonstrate their skills first.

Learning outcomes 4.4 (Level 3); and 4.5 (Level 4)	
L3	Communicate appropriately and effectively with students
L4	Communicate appropriately and effectively with students

This whole area needs highlighting, especially for those with limited or no experience of teaching. It is important to give a basic introduction to the principles of communication in particular in relation to:

- verbal communications – including language, pace, tone
- non-verbal communications – especially important for groups of mixed culture (see the related activity on the course CD ROM)
- barriers to communication – based on learners themselves
- barriers to communication – based on the environmental factors.

The communications model of the transmitter, receiver and barriers provides a simple but effective way of getting this across – especially when it can be used to emphasise the need for learners to be ‘turned on and tuned in’.

#### Activity 4.4

The most useful activity in relation to communication is the triad activity:

- divide the class into groups of three
- one member of the group will be the first designated speaker, a second is the listener and the third is the observer and timekeeper

- in the simplest version of this activity the instruction is to talk for two minutes on a subject of individual choice – such as a hobby, pets or holidays. In the first instance the listener is allowed to respond and interact.

Then the roles rotate. The speaker becomes the listener and the listener becomes the observer and so the observer becomes the second speaker. The listener is now not allowed to talk to the speaker but can respond in any non-verbal manner. When the roles rotate again, the listener on this occasion has to be deliberately disinterested or bored – but is still not allowed to speak

Once each individual has had a chance to experience every role, the observer for each situation needs to give their report to the others in the group, explaining how they felt in speaker or listener mode. Two aspects that will become evident are the frustration in not being able to respond to the speaker and the importance of the non-verbal clues. These and other issues should then be explored in the group in order to heighten awareness of the importance of communication and conversation as a two-way process, in which we understand our signals have been received and properly understood.

Learning outcome 4.5 (Level 3) and 4.6 (Level 4)	
L3	Reflect on and evaluate the effectiveness of own teaching
L4	Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate

The importance of reflection has been emphasised from the start – beginning with the reflective journal for recording issues arising out of the taught sessions and for developing those ideas through directed reading or research. From such recording comes ways of modifying the practice of each teacher. It is crucial that each taught session should be evaluated – ideally by the teacher and by the learners – so that learners can build on their strengths and work on their weakness.

The teacher’s role is to enable the learner to explore and develop the issues themselves rather than giving them all the answers. (See section on mentoring.)

Session plan pro forma selected for the initial teacher training should have a section which encourages the teacher to evaluate each session automatically. The learner should access the Inspection Reports for their organisation in order to identify the criteria used during the inspection process, or check the OUSTED site. This enables learners to focus on particular areas identified across the organisation and develop their own practice in the most appropriate way.

#### Activity 4.5

Reflective practice is an essential tool. Learners need to be supported in reflection with very clear guidance and direction. A Reflective Practice Journal (see *Annexe E*) should provide a focus on both practice and supporting practice through researching the process and development of learning.

The use of a Reflective Practice Journal encourages individuals to review, evaluate and take action on their own approaches to teaching and learning, as well as explore issues of professional practice.

## Portfolio evidence overview at Level 3 and Level 4

The following are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Portfolio evidence overview at Level 3			
Learning outcome	Assessment criteria	Standards	Potential evidence
4 Understand how to deliver inclusive sessions which motivate learners	4.1 Explain ways to establish ground rules with students which underpin appropriate behaviour and respect for others	BK 1.2 BP 1.2	<ul style="list-style-type: none"> <li>Professional development journal</li> <li>Example of group guidelines</li> <li>Example of learning agreement</li> <li>Written evaluation of the process</li> </ul>
	4.2 Use a range of appropriate and effective approaches to engage and motivate students	BK 2.2 BP 2.2	<ul style="list-style-type: none"> <li>Micro-teach</li> <li>Session plan</li> <li>Example of activities involving variety, discussion and questioning that promotes thinking</li> </ul>
	4.3 Explain and demonstrate good practice in giving feedback	EK 4.1 EP 4.1	<ul style="list-style-type: none"> <li>Written explanation – case study</li> <li>Micro-teach</li> <li>Professional development journal</li> </ul>
	4.4 Communicate appropriately and effectively with students	BK 3.1 BP 3.1 BK 3.2 BP 3.2	<ul style="list-style-type: none"> <li>Rules of effective communications</li> <li>List barriers to communications and offer solutions</li> </ul>
	4.5 Reflect on and evaluate the effectiveness of own teaching	BK 2.6 BP 2.6	<ul style="list-style-type: none"> <li>Evaluation of session plan</li> <li>Evaluation of Micro-teach</li> <li>Professional development journal</li> </ul>

Portfolio evidence overview at Level 4			
Learning outcome	Assessment criteria	Standards	Potential evidence
4 Understand how to deliver inclusive sessions which motivate students	4.1 Analyse different ways to establish ground rules with students which underpin appropriate behaviour and respect for others	BK 1.2 BP 1.2	<ul style="list-style-type: none"> <li>Professional development journal</li> <li>Example of group guidelines</li> <li>Example of learning agreement</li> <li>Activity designed to highlight aspects of differentiation and inclusion within the subject context</li> <li>Written evaluation of the process, highlighting areas of improvement</li> </ul>
	4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate students	BK 2.2 BP 2.2	<ul style="list-style-type: none"> <li>Micro-teach</li> <li>Session plan</li> <li>Example of activities involving variety, discussion questioning that promotes thinking</li> </ul>
	4.3 Explain different methods of giving feedback	EP 5.2	<ul style="list-style-type: none"> <li>Written explanation – case study</li> <li>Micro-teach</li> <li>Professional development journal</li> </ul>
	4.4 Demonstrate good practice in giving feedback	EP 4.1	<ul style="list-style-type: none"> <li>Positive learner responses to feedback</li> <li>Case studies of feedback that promoted learning</li> </ul>
	4.5 Communicate appropriately and effectively with students	BK 3.1 BP 3.1 BK 3.2 BP 3.2	<ul style="list-style-type: none"> <li>Rules of effective communications</li> <li>Highlight barriers to communications and offer solutions</li> </ul>

Portfolio evidence overview at Level 4			
Learning outcome	Assessment criteria	Standards	Potential evidence
	4.6 Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate	BK 2.6 BP 2.6	<ul style="list-style-type: none"> <li>• Evaluation of session plan</li> <li>• Evaluation of micro-teach</li> <li>• Professional development journal</li> <li>• Action plan to demonstrate areas for improvement and appropriate action to be taken</li> </ul>

### Sample assignment Level 3 and Level 4

Design an 'ice breaker' or 'group guideline' activity that you would use with a group of learners as part of an induction session to establish conventions of acceptable behaviour and attitudes. Justify your approach in relation to the group of learners and subject/context (learning outcome 4.1).

Explain the importance of effective communication with learners – in particular the importance of useful feedback to help motivate learners (learning outcome 4.3 and 4.4 – see also micro-teach/teaching practice in order to demonstrate evidence).

*Learning outcomes 4.2 and 4.5 should be met through the micro-teach/teaching practice.*

NB: be sure to assess at the appropriate level.

## Learning outcome 5: Understand the use of different assessment methods and the need for record keeping

(See *Course Textbook – Chapter 6: Assessment.*)

Learning outcome 5.1	
L3	Identify different assessment methods
L4	Review a range of different assessment methods

Anyone involved in teaching needs to know how, why and when learning has taken place, whether formally or informally. Consequently, it is important for learners to understand the range of approaches to assessment appropriate for a specific subject or area or group of learners. A simple approach to assessment can be to discuss the group's personal experiences of assessment.

Alternatively you could use case studies illustrating different strategies for different contexts. For the portfolio building it is possible to produce an audit to match different strategies to different areas of the subject, or learners' needs. It is also important to consider different strategies for learners with particular or specific learning needs.

Formative assessment or assessment for learning is any assessment activity that involves learning and is crucial to the progression of students (and learners). The 10 Principles of Assessment for Learning on the QCA webpage ([www.qca.org.uk/7659.html](http://www.qca.org.uk/7659.html)) provide useful insights into assessment activity and learning. The following definition is provided by the Assessment Reform Group:

*Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.*

(Assessment Reform Group, 2002)

### Activity 5.1

Divide the group into three smaller groups and give each a specific target:

- assessment at the start of the course (initial assessment)
- assessment during the course (formative/assessment for learning)
- assessment at the end of the course/module (summative/terminal).

Each group should identify as many examples as possible of different forms of assessment, formal and informal, that could be used in the situations they have been given. Using groups for specific scenarios avoids the problem of repetition.

Learners could then match assessment methods to a range of opportunities within their own subject or context with specific learners.

Download the 10 Principles poster from the QCA webpage and use it for a group discussion on formative assessment.

Learning outcome 5.2	
L3	Explain the use of assessment methods, in different contexts, including reference to initial assessment
L4	Evaluate the use of assessment methods in different contexts, including reference to initial assessment

### Activity 5.2

Case studies can be used to engage learners in reflecting on the importance of using different assessment strategies for different purposes and in different contexts – to include:

- initial assessment
- formative assessment/assessment for learning
- end of module/course
- group or individual learning
- performance criteria.

Learning outcome 5.3	
L3	Explain the need for record keeping in relation to assessment
L4	Justify the need for record keeping in relation to assessment

Record keeping in the context of both formal and informal assessment is an essential element of all teaching and learning as records are a crucial part of the quality review process.

It is even more important for all teachers to be able to plot the progress of individual learners in order to provide support and guidance. Record keeping enables teachers to evaluate the effectiveness of their teaching and learning and their measure of success or identify the need for change.

A written reflection should allow learners to link the assessment strategy, and the appropriate records to their own subject or specialist area and type of learners. The keeping of records should be emphasised as a means of maintaining a consistent approach to learners and learning. It also provides an opportunity to emphasise the importance of achievement data in annual course reviews.

Throughout the course there are opportunities to link to the textbook and CD ROM that accompany this course and which provide ideas for professional development and activities to help build the portfolio of evidence.

### Activity 5.3

Learners have to explain how and why assessment records are appropriate and who the information should be shared with for the following categories:

- an initial assessment
- a formative assessment
- a summative assessment.

Learners need to examine the benefits of record keeping from the point of view of:

- a the learner
- b the teacher/tutor
- c colleagues
- d other stakeholders.

### Portfolio evidence overview at Level 3 and Level 4

The following are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Portfolio evidence overview at Level 3			
Learning outcome	Assessment criteria	Standards	Potential evidence
5 Understand the use of different assessment methods and the need for record keeping	5.1 Identify different assessment methods	EP 1.1 EK 1.1	<ul style="list-style-type: none"> <li>• Describe and explain at least two different types of assessment activity. One should be formative assessment (assessment for learning)</li> </ul>
	5.2 Explain the use of assessment methods, in different contexts, including reference to initial assessment	EP 1.2 EK 1.2	<ul style="list-style-type: none"> <li>• Explain how the information from initial assessment may be used for two specific students</li> <li>• For the two assessment activities above justify their advantages over other forms of assessment</li> </ul>
	5.3 Explain the need for record keeping in relation to assessment	EK 5.1 EP 5.1 EK 5.2 EP 5.2	<ul style="list-style-type: none"> <li>• Provide two different examples of assessment record keeping and justify these from the perspectives of the individual student, the teacher and other parties/stakeholders</li> </ul>

Portfolio evidence overview at Level 4			
Learning outcomes	Assessment criteria	Standards	Potential evidence
5 Understand the use of different assessment methods and the need for record keeping	5.1 Review a range of different assessment methods	EK 1.1 EP 1.1	<ul style="list-style-type: none"> <li>Examine the distinct differences and similarities between initial and formative assessment</li> </ul>
	5.2 Evaluate the use of assessment methods in different contexts, including reference to initial assessment	EK 1.2 EP 1.2	<ul style="list-style-type: none"> <li>Analyse how the use of initial and formative assessment have improved learning in two particular cases</li> </ul>
	5.3 Justify the need for record keeping in relation to assessment	EK 5.1 EP 5.1 EK 5.2 EP 5.2	<ul style="list-style-type: none"> <li>Give examples of how record keeping assisted both teaching and assessment activity</li> </ul>

### Sample assignment Level 3 and Level 4

Learners audit the different ways of checking whether learning is taking place or has taken place, for a selected group of students (learning outcome 5.1). From this select THREE different ways of assessing either individuals or groups of learners for their subject or area – to include:

- initial assessment
- formative/continuous or ongoing assessment
- summative or terminal assessment (Learning outcome 5.2).

Learners should then give TWO different examples of recording students' achievements and justify these from the point of view of the teacher, the individual students and other parties or possible stakeholders (learning outcome 5.3).

NB: be sure to assess at the appropriate level.

# Fast track (route 2)



## Teacher support materials for Preparing to Teach in the Lifelong Learning Sector

### Fast track (route 2)

**This route will suit practitioners with some experience in teaching/training/tutoring/mentoring that is limited or no longer current.**

The second track offers the opportunity to draw on existing practice – although learners following this route are likely to require more guidance in identifying opportunities for gathering evidence and should be directed more towards sources of support to help inform their practice. An important source of guidance would be a mentor or subject specialist who can share their own knowledge and experience (see section on mentoring).

Where learners have some, but limited, teaching experience you need to establish the range of evidence that they are able to identify at first hand. An observation of teaching practice will establish their current level of competence, and confidence, enable them to discuss areas they wish to develop.

The next step is a tutorial, to update the learner's individual learning plan. Associated action planning enables for the individual to identify their own targets, with appropriate guidance, working towards realistic goals.

No two learners' experiences will be the same, so the ways portfolio evidence is generated needs to be tailored to the individual learner's needs at either level. Keeping a reflective journal helps learners evaluate their teaching and learning.

Learners with limited or out-of-date experience should be directed towards appropriate reading to encourage them to look beyond the obvious aspects of what goes on in a teaching or training context. This applies particularly for learners at Level 4 who need deeper understanding and knowledge.

Opportunities should be identified, wherever possible, for naturally occurring evidence in the form of:

- schemes of work
- session plans
- resource materials
- assessment materials
- observations reports
- ILP/IEP
- documentation.

## Learning outcome 1: Understand own role, responsibilities and boundaries of role in relation to teaching

(See Course Textbook – Chapter 2: Your role and your responsibilities.)

Learning outcome 1	
L3	Understand own role, responsibilities and boundaries of own role as a teacher
L4	Review own role, responsibilities and boundaries of own role as a teacher

As with the more experienced practitioner, it is still possible to achieve the assessment criteria for this outcome with a single written piece.

### Portfolio evidence overview at Level 3 and Level 4

What follows are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Learning outcome	Portfolio evidence for Level 3	Portfolio evidence for Level 4
1 Understand own role, responsibilities and boundaries of role in relation to teaching	<ul style="list-style-type: none"> <li>• Explain own role and responsibilities.</li> <li>• Identify key aspects of relevant current legislative requirements/codes of practice.</li> <li>• Identify points of referral available for potential needs of issues of equality, diversity and inclusion.</li> <li>• The part of the professional role involved with record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain own role and responsibilities in relation to others you work with.</li> <li>• Identify key aspects of relevant current legislative requirements/codes of practice. Identify points of referral available for potential needs of students and possible consequences.</li> <li>• Issues of equality, diversity and inclusion.</li> <li>• The part of the professional role involved with record keeping and how it is used both for accountability and enabling learning.</li> </ul>

Learners should be encouraged to include documentation reflecting organisation procedures, quality management and relevant pro forma in their portfolio. Where learners may not have been in their current role for any length of time then this is an ideal opportunity to explore their role and the context in which they are to function. It has become especially important for teachers and trainers to have an up-to-date awareness of issues such as health and safety, inclusion and current legislation if they are to be able to perform as effective professionals.

## Learning outcome 2: Understand appropriate teaching and learning approaches in the specialist area

(See *Course Textbook – Chapter 3: Teaching in your specialist area.*)

<b>Learning outcome 2</b>
<b>L3</b> Understand appropriate teaching and learning approaches in the specialist area
<b>L4</b> Understand appropriate teaching and learning approaches in the specialist area

This section of the unit is specifically aimed at justifying the approaches to teaching and learning selected by the learner and gives more experienced practitioners an opportunity to evaluate their own methods and styles of delivery – with a particular focus on their own specialist area or subject.

### Portfolio evidence overview at Level 3 and Level 4

What follows are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Learning outcome	Portfolio evidence for Level 3	Portfolio evidence for Level 4
2 Understand appropriate teaching and learning approaches in the specialist area	<ul style="list-style-type: none"> <li>• A table or mind map of teaching and learning methods with justification for each approach. This audit can be used to gauge the variety in the methods and the balance between teaching and learning.</li> <li>• Notes from peer observations showing different approaches to different learners and contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• A table or mind map of teaching approaches in the specialist area with a rationale of their effectiveness in particular situations.</li> <li>• An activity or assignment demonstrating embedding of functional skills.</li> <li>• A scheme of work/lesson plans in specialist area demonstrating approaches that respond to learners' diverse needs. An evaluation of how such approaches could/did meet learners' needs.</li> </ul>

## Learning outcome 3: Demonstrate session planning skills

(See *Course Textbook – Chapter 4: Planning and planning skills.*)

Learning outcome 3	
L3	Demonstrate session planning skills
L4	Demonstrate session planning skills

Learners with some experience of teaching able to draw on current practice in order to produce session plans.

### Portfolio evidence overview at Level 3 and Level 4

The following are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Learning outcome	Portfolio evidence for Level 3	Portfolio evidence for Level 4
3 Demonstrate session planning skills	<ul style="list-style-type: none"> <li>• Session plans for a minimum of two sessions, at least one of which should relate to working with a group of learners. They should also include examples of resources used with the particular learning group.</li> <li>• The use of the resources should also be justified in relation to:               <ul style="list-style-type: none"> <li>– appropriateness for the learner/s</li> <li>– use during the session</li> <li>– differentiation to meet specific learners' needs</li> <li>– their limitations and ways in which they could be improved</li> <li>– evidence of at least one teaching practice observation (including recorded feedback) should be included.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• For the experienced practitioner a minimum of two sessions should be included, at least one specifically addressing an individual learner's needs.</li> <li>• The use of resources for the sessions should be justified and analysed in relation to:               <ul style="list-style-type: none"> <li>– appropriateness for the learner/group being taught</li> <li>– how they are used during the session</li> <li>– how they may be adapted for different types/levels of learners or for learners' special needs</li> <li>– their advantages and limitations and ways in which they could be altered or improved.</li> </ul> </li> </ul>

Running throughout this Award is the need for the learner to be involved in reflecting on their own, and others, professional practice. The most common approach to this is to require the individual to maintain a reflective/personal or professional development journal. For the more experienced practitioner this might take the form of a series of reflections on 'eureka' or 'durr!' moments.

Less experienced practitioners will probably need support and encouragement in completing reflection, and it may be necessary to set specific occasions for the production of a reflective journal entry— for example weekly or fortnightly. There is an example on the CD ROM that accompanies this Level 3 Award.

## Learning outcome 4: Understand how to deliver inclusive sessions which motivate students

(See *Course Textbook – Chapter 5: Inclusive learning.*)

Learning outcome 4	
L3	Understand how to deliver inclusive sessions which motivate students
L4	Understand how to deliver inclusive sessions which motivate students

In addition to more informal peer observation, learners should be encouraged to observe more experienced colleague, either in the same subject or area or working with similar types of learners. This enables the sharing of experiences and good practice in the professional context. Learners should be encouraged to identify the key aspects of a session they wish to observe in order to make recording of the observation simpler. Understanding the principles of observations undertaken during more formal inspections will help learners reflect on their own practice by focusing on the key areas.

Observing the practice of others also encourages learners to become more reflective and evaluative of their own performance. It needs to be emphasised, particularly with less experienced practitioners, that the purpose of the observation is not assessment but to encourage a reflective approach to teaching and learning. Demonstrating good practice in giving feedback could be related to this observation.

## Portfolio evidence overview at Level 3 and Level 4

The following are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Learning outcome	Portfolio evidence for Level 3	Portfolio evidence for Level 4
4 Understand how to deliver inclusive sessions which motivate students	<ul style="list-style-type: none"> <li>• Use of a range of appropriate and effective teaching and learning approaches to engage and motivate learners should be demonstrated through the session planning included under learning outcome 3.</li> <li>• An identification of the learning highlighted by the observation of a more experienced colleague, either in the same subject/area or working with similar types of learners.</li> <li>• An example of an activity, such as an ice-breaker activity or negotiating group guidelines, along with a justification of why and how such an activity may be used to encourage learners to take a more responsible attitude towards others.</li> </ul>	<ul style="list-style-type: none"> <li>• A discussion of the issues around establishing ground rules with students, examples of activities that work with different groups at different levels should be discussed. This could be followed by a rationale of why certain techniques were selected.</li> <li>• Analysis of a range of appropriate approaches to engage students – this could include examples of icebreakers, group guidelines, etc.</li> </ul>
	<ul style="list-style-type: none"> <li>• Communication abilities should be demonstrated through the teaching observation (learning outcome 3) where there should be the opportunity to record communication with, between and to students.</li> <li>• Potential barriers to communication should be explored during feedback, along with the impact on teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples through witness statements, or experience which demonstrate good practice in giving feedback, asking questions that promote thinking, using discussion groups, team teaching, student led session.</li> <li>• Evidence and reasons for teaching at multiple levels in one session. Recommendations for change to improve practice.</li> </ul>

It is important to encourage those in teaching to build on their understanding and experience through a more formalised process of reflection. For less experienced practitioners you may need to set specific times for learners to work on their reflective journal for example weekly or fortnightly. For learners who require more support in writing a journal there's an example on the CD ROM that accompanies this Award.

## Learning outcome 5: Understand the use of different assessment methods and the need for record keeping

(See *Course Textbook – Chapter 6: Assessment.*)

Learning outcome 5	
L3	Understand the use of different assessment methods and the need for record keeping
L4	Understand the use of different assessment methods and the need for record keeping

As with the more experienced practitioners, those following this route are likely to have access to a range of opportunities for assessing different methods. Therefore, this evidence should be included as the basis of the explanation as to why different methods are used in different contexts and to serve different purposes.

### Portfolio evidence overview at Level 3 and Level 4

What follows are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Learning outcome	Portfolio evidence for Level 3	Portfolio evidence for Level 4
5 Understand the use of different assessment methods and the need for record keeping	<ul style="list-style-type: none"> <li>Justification as to why different methods are used in different contexts:               <ul style="list-style-type: none"> <li>initial</li> <li>formative</li> <li>summative</li> </ul> </li> <li>and to serve different purposes with the focus on two specific approaches reflecting the students and context.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast a range of assessment methods, including initial assessment, and provide a minimum of two assessment activities explained in relation to the students and context.</li> <li>The evaluation of different assessment 'activities' (with attention to anonymity, eg through blanking out names) such as quizzes, tests, practical activities, assignments etc. The difference between formative and summative assessment should be identified.</li> </ul>
	<ul style="list-style-type: none"> <li>Examples of different assessment 'activities' such as quizzes, tests, practical activities, assignments etc should be included (with attention to anonymity, eg through blanking out of names).</li> </ul>	<ul style="list-style-type: none"> <li>A justification for the need for record keeping and the theory of how it can enable learning.</li> </ul>

# Inside track (route 3)



# Teacher support materials for Preparing to Teach in the Lifelong Learning Sector

## Inside Track (route 3)

**This approach is suitable for experienced practitioners with current, relevant experience in teaching, training, tutoring or mentoring.**

Existing practitioners need to demonstrate the basic level of competence prior to moving on to the framework towards the full QTLS licence to practise. As they can provide evidence from teaching practice, they do not need to attend taught sessions. This recognises their current level of competence. Inside track learners should be encouraged to seek the support and guidance of a mentor, as a 'critical friend' – if only as a means of sharing existing good practice (see section on mentoring).

Through initial tutorial guidance learners need to be made aware of the requirements of the relevant assessment criteria, and ways in which existing knowledge and experience may be put to best use in order to identify suitable evidence at the appropriate level. Wherever possible, learners should use naturally occurring evidence, which may include:

- video/DVD
- audio-tape/digital audio
- material resources
- session plans
- schemes of work
- assessment materials
- observation reports.

Learners could also include written explanations or evaluations where these are not covered by other forms of existing evidence.

As part of portfolio building, learners should complete a reflective journal identifying ways in which theory relates to practice and how self-assessment informs and improves practice. Observing an experienced colleague, either in the same subject or area or working with a similar type of learners, is an essential part of this self-evaluation process and offers a chance to share, reflect and gain from the interaction with another teacher.

At registration, learners following criteria for either level should be provided with the textbook and CD ROM which accompanies this Award. These should be used for further guidance and ideas for materials or resources which may be included in the building of the portfolio.

Evidence opportunities for each of the learning outcomes is suggested in the following tables which develop the information provided by the portfolio evidence overview.

For this route individual assignments have not been suggested as the nature of the evidence will vary considerably, depending on the subject and the context of each individual. For more specific ideas learners could be referred to the summary provided in the portfolio evidence overview for each learning objective.

For the purpose of standardisation for verification a single assignment could cover a range of learning objectives.

## Learning outcome 1: Understand own role, responsibilities and boundaries of role in relation to teaching

(See Course Textbook – Chapter 2: Your role and your responsibilities.)

Learning outcome 1	
L3	Understand own role, responsibilities and boundaries of role in relation to teaching
L4	Understand own role, responsibilities and boundaries of role in relation to teaching

It is unrealistic to expect experience practitioner to reinvent the wheel, when existing levels of skills and experience can be recognised. Making this explicit forms part of learning outcome 1.

### Portfolio evidence overview at Level 3 and Level 4

The following are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Learning outcome	Portfolio evidence for Level 3	Portfolio evidence for Level 4
1 Understand own role, responsibilities and boundaries of role in relation to teaching	<ul style="list-style-type: none"> <li>• To achieve the assessment criteria for this learning outcome a single written piece could be used to cover all the requirements:               <ul style="list-style-type: none"> <li>– explain own role and responsibilities</li> <li>– identify key aspects of relevant current legislative requirements/codes of practice. identify points of referral available for potential needs of students</li> <li>– issues of equality, diversity and inclusion</li> <li>– the part of the professional role involved with record keeping.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To achieve the assessment criteria for this learning outcome a single written piece could be used to cover all the requirements:               <ul style="list-style-type: none"> <li>– explain own role and responsibilities in relation to others you work with</li> <li>– identify key aspects of relevant current legislative requirements/codes of practice. identify points of referral available for potential needs of students and possible consequences</li> <li>– issues of equality, diversity and inclusion</li> <li>– the part of the professional role involved with record keeping and how it is used both for accountability and enable learning.</li> </ul> </li> </ul>

Learning outcome	Portfolio evidence for Level 3	Portfolio evidence for Level 4
	<ul style="list-style-type: none"> <li data-bbox="504 271 946 548">• The learner should also be encouraged to include documentation reflecting organisational procedures, quality management and relevant pro forma in the building of their portfolio evidence.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="967 271 1409 548">• The learner should also be encouraged to include documentation reflecting organisational procedures, quality management and relevant pro forma in the building of their portfolio evidence.</li> </ul>

## Learning outcome 2: Understand appropriate teaching and learning approaches in the specialist area

(See *Course Textbook – Chapter 3: Teaching in your specialist area.*)

Learning outcome 2	
L3	Understand appropriate teaching and learning approaches in the specialist area
L4	Understand appropriate teaching and learning approaches in the specialist area

This section of the unit is specifically aimed at justifying the approaches to teaching and learning selected by the learner and gives more experienced practitioners an opportunity to evaluate their own methods and styles of delivery – with a particular focus on their own specialist area or subject.

### Portfolio evidence overview at Level 3 and Level 4

What follows are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Learning outcome	Portfolio evidence for Level 3	Portfolio evidence for Level 4
2 Understand appropriate teaching and learning approaches in the specialist area	<ul style="list-style-type: none"> <li>• A table/mind map identifying relevant approaches to teaching and learning in relation to the specialist area – alongside justification.</li> <li>• An activity/assignment demonstrating embedding of functional skills.</li> <li>• A single session plan demonstrating range of teaching and learning along with a teaching observation. This also requires an evaluation to justify the approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• A table/mind map of teaching approaches in the specialist area with a rationale of their effectiveness in particular situations.</li> <li>• An activity/assignment demonstrating embedding of functional skills.</li> <li>• A scheme of work/lesson plans in specialist area to demonstrate approaches that respond to learners' diverse needs. An evaluation of how such approaches could or did meet learners' needs.</li> </ul>

## Learning outcome 3: Demonstrate session planning skills

(See *Course Textbook – Chapter 4: Planning and planning skills.*)

Learning outcome 3	
L3	Demonstrate session planning skills
L4	Demonstrate session planning skills

For the reasonably experienced practitioner it is a straightforward activity to include examples of a session or sessions using whatever pro forma is currently in use within the teaching or training context.

### Portfolio evidence overview at Level 3 and Level 4

The following are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Learning outcome	Portfolio evidence for Level 3	Portfolio evidence for Level 4
3 Demonstrate session planning skills	<ul style="list-style-type: none"> <li>• For the experienced practitioner a minimum of two sessions should be included, at least one specifically addressing an individual student's needs.</li> <li>• The use of resources for the sessions should be justified in relation to:               <ul style="list-style-type: none"> <li>– appropriateness for the student/group being taught</li> <li>– how they are used during the session</li> <li>– how they may be adapted for different types/levels of learners or for students with special needs</li> <li>– limitations of the resources and ways in which they could be improved.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• For the experienced practitioner a minimum of two sessions should be included, at least one specifically addressing an individual student's needs.</li> <li>• The use of resources for the sessions should be justified and analysed in relation to:               <ul style="list-style-type: none"> <li>– appropriateness for the student/group being taught</li> <li>– how they are used during the session</li> <li>– how they may be adapted for different types or levels of students or students with special needs</li> <li>– advantages and limitations of the resources and ways in which they could be altered or improved</li> <li>– outcomes expected from the planning and what it would subsequently lead on to.</li> </ul> </li> </ul>

## Learning outcome 4: Understand how to deliver inclusive sessions which motivate students

(See *Course Textbook – Chapter 5: Inclusive learning.*)

Learning outcome 4	
L3	Understand how to deliver inclusive sessions which motivate students
L4	Understand how to deliver inclusive sessions which motivate students

The use of a range of appropriate and effective teaching and learning approaches to engage and motivate students should be demonstrated through the session planning included to cover learning outcome 3. Learners could observe a colleague using appropriate whatever pro forma (quality assurance documentation is often suitable for this purpose). Through such an observation learners can identify, in another practitioner, the skills used to motivate and engage their students. It is easier to be objective when giving feedback on a colleague's session than a learner's own.

### Portfolio evidence overview at Level 3 and Level 4

The following are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Learning outcome	Portfolio evidence for Level 3	Portfolio evidence for Level 4
4 Understand how to deliver inclusive sessions which motivate students	<ul style="list-style-type: none"> <li>• An example of an activity, such as an ice-breaker activity or negotiating group guidelines, along with a justification of why and how such an activity may be used to encourage students to take a more responsible attitude towards others and their own learning.</li> <li>• Range of appropriate approaches to engage learners (learning outcome 2/3).</li> <li>• Demonstrating good practice in giving feedback with the results of the process recorded. Demonstrating effective communication and ability to evaluate their own teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• A description of activities that work with different groups at different levels. This could be followed by a rationale of why certain techniques were selected.</li> <li>• Range of appropriate approaches to engage learners (learning outcome 2/3).</li> <li>• Demonstrating good practice in giving feedback, asking questions that promote thinking, using discussion groups, team teaching, student led session. Teaching at multiple levels in one session.</li> </ul>

Communication is a critical aspect of teaching and learning and learners need an awareness of potential barriers to communications. This should be demonstrated through the teaching observation (learning outcome 3) where there opportunities for communication with other learners which should be recorded. Although not part of the assessment criteria, an observation of teaching practice should be organised as an appropriate means of demonstrating teaching and learning skills in practice. This takes the part of the micro-teach for the taught route and provides the opportunity to both provide relevant feedback and to identify areas for consideration for further professional development.

## Learning outcome 5: Understand the use of different assessment methods and the need for record keeping

(See Course Textbook – Chapter 6: Assessment.)

<b>Learning outcome 5</b>
<b>L3 Understand the use of different assessment methods and the need for record keeping</b>
<b>L4 Understand the use of different assessment methods and the need for record keeping</b>

Practitioners following this route are likely to have a range of opportunities to assess different methods and should include this evidence.

### Portfolio evidence overview at Level 3 and Level 4

What follows are the learning outcomes for this section of the Award along with opportunities for collecting portfolio evidence at Level 3 and Level 4.

Learning outcome	Portfolio evidence for Level 3	Portfolio evidence for Level 4
5 Understand the use of different assessment methods and the need for record keeping	<ul style="list-style-type: none"> <li>Identify and explain the use of a range of assessment methods, including initial assessment, and provide a minimum of two assessment activities explained in relation to the students and context.</li> <li>Examples of different assessment ‘activities’ such as quizzes, tests, practical activities, assignments etc, should be included (with attention to anonymity, eg through blanking out of names) the need for record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast a range of assessment methods, including initial assessment, and provide a minimum of two assessment activities explained in relation to the students and context.</li> <li>Evaluate different assessment ‘activities’ such as quizzes, tests, practical activities, assignments etc (with attention to anonymity, eg through blanking out of names). The difference between formative and summative assessment should be identified in terms of learning.</li> <li>A justification for the need for record keeping and the theory of how it can enable learning.</li> </ul>



# Annexe A: 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching methods used enable all students to learn effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are well managed and appropriate standards of behaviour are maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students achieve productive outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher demonstrates good subject knowledge and understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher makes effective use of time and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

## Mentoring – the role of supporting those in initial teacher training

Mentor – ‘An experienced and trusted adviser.’ (Oxford English Dictionary)

The purpose of mentoring is to provide an individual in the earliest stages of their teaching career with a ‘critical friend’ – someone in a position to provide a listening ear to support the reflective process.

If possible, the learner should select their own mentor. This is because it is essential to have trust and respect at the heart of the relationship so that the learner is comfortable approaching the mentor to discuss issues that are likely to affect their practice. The mentor should be in a position to enable the individual to explore their own practice and identify their own solutions. The mentor should not attempt to direct or take control in the relationship – the mentee should retain responsibility and the ability to ‘direct’ discussions at all times.

### Mentoring **IS**:

- helping learners reach their potential
- supporting communication and the development of inter-personal relationships
- to induct the learner into the organisation – being familiar with the systems and procedures
- to reduce the stress of a new role and responsibilities
- providing the opportunity to reflect on experiences by offering another perspective
- sharing good practice – where the mentor shares the same specialism or context
- reflecting on different approaches to teaching and learning in the specialist subject, area or context
- offering the benefit of experience to the inexperienced
- an informal relationship facing up to issues with the focus on the mentee
- empowering the mentee to take control of their own personal development.

### Mentoring is **NOT**:

- a tutor-student relationship where the tutor has control over the relationship
- an instructor/trainer-trainee relationship where the instructor will tell the trainee what they need to do
- a friend to support – regardless of the issues
- attributing blame
- directing or giving answers rather than listening
- dwelling on the negatives, emphasising past experiences rather than moving forward
- putting the world to rights – fixing life/the universe
- about the mentor taking responsibility.

The purpose behind including the mentor role in the design and implementation of the award is to encourage the sharing of good practice and support – whether for those new to teaching or those with experience. It is important for learners to feel part of the larger organisation, particularly through the initial stages of teacher training. Research has shown that those who have a mentor perform better and achieve improved results within the learning environment.

There are different approaches to mentoring demonstrated by different organisations and it is important firstly to explore your organisation’s policy. Where there is formal provision for mentoring, it is important that this extends to all those on the award.

Where there is no a formal mentoring provision learners should be encouraged to identify someone as their personal mentor. In many ways this is more satisfactory as they can choose someone they feel suits their own particular needs. Ideally, the mentor will have a full teaching qualification and be suitably qualified in the subject area or specialism or context of the learner.

### Mentoring Life Cycle

Stage	Mentoring Life Cycle	Relationship
1	Gaining commitment to the mentoring process – finding a mentor in the same specialism or teaching context who suits the individual situation	Looking for a partner
2	Getting involved – the mentee to identify and ‘enrol’ an appropriate mentor	Finding a partner
3	Getting together and establishing the basis of the mentoring role, negotiating roles and responsibilities	Meeting
4	Getting to know one another in relation to the role and starting to develop the relationship – exploring areas of need and sharing practice	Growth
5	Working together to address and challenge issues and set objectives, helping negotiate and make development plans	Engagement
6	Learning together so that the mentee puts their development plan into action with the support of the mentor	Maturation
7	The development plan and the mentoring relationship is reviewed, evaluated and modified as required along the way	Ageing
8	When the mentoring relationship has achieved its objectives, it is time to separate as the mentee is able to make their own realistic decisions	Parting/separation

The ideal mentor is able to offer appropriate specific subject or context support and guidance where required to do so.

## Annexe B: Potential mapping to QTLS

Initial Award Level 3	Intermediate Award Level 3	Framework – Core Modules Level 4	Framework – Specific Areas Modules Level 5	Continuing Professional Development Modules Level 6
Award for the (Initial) Teaching in the Learning and Skills Sector – required for all planning on teaching in the post-compulsory sector (including increased flexibility programmes) or those wishing for a ‘taster’ or updating skills.	Award for the (Intermediate) Teaching in the Learning and Skills Sector – route for those in the armed services, police or fire service for teaching or training specifically in relation to work-based training and updating of professional skills.	Certificate in further education teaching – the basic core required for all those teaching in the post-compulsory sector – the generic skills, knowledge and understanding required regardless of specialism, area or context.	Certificate in further education teaching – the specific modules selected/ identified as required by specific subject specialism, area or context of teaching. Modules selected to cover areas of specialisation as appropriate.	Certificate in further education teaching – in order to maintain professional standing and licence to teach, additional modules will be required each year. These should continue the development of specialisms linked to area.



## Annexe C: Addressing literacy and language needs in education and training: defining the minimum core of teachers' knowledge, understanding and personal skills

This table shows the minimum core requirements of teachers' knowledge, understanding and personal skills. To meet this minimum the learner needs to achieve at least grade 1 in each category (Listening, Speaking, Reading and Writing).

Key: L – Listening

S – Speaking

R – Reading

W – Writing

Listening	
L1	Understanding the importance of prior knowledge/prediction in processing of oral information.
L2	Awareness of different approaches to listening depending on purpose.
L3	Awareness of different approaches to listening depending on purpose.
LL4	Understanding the importance of inference and background knowledge for interpretation and full understanding in listening to spoken language. Listening attentively and responding sensitively to contributions of others.
Speaking	
S1	Awareness of context and levels of formality in spoken discourse.
S2	Understanding concepts of fluency, accuracy and competence for ESOL learners.
S3	Understanding key features of spoken English and ways spoken differs from written English.
S4	Expressing themselves clearly, using communication techniques to help convey the meaning and enhance the delivery and accessibility of the message.
S5	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.
S6	Using appropriate techniques to reinforce oral communication, check how well the information is received and to support the understanding of listeners.
S7	Using non-verbal communication to assist in conveying meaning and receiving information, and recognising its use by others.

<b>Reading</b>	
<b>R1</b>	Awareness of variety of approaches to text depending on the purpose of the reading.
<b>R2</b>	Understanding the importance of inference and background knowledge for interpretation and full understanding of texts.
<b>R3</b>	Understanding the range of discourse features which convey meaning and indicate purpose and intended audience of text.
<b>R4</b>	Understanding the roles of punctuation, layout and typographical features in texts.
<b>R5</b>	Understanding barriers to accessing texts.
<b>R6</b>	Ability to find and select information, from a range of reference material and sources of information, including the internet.
<b>R7</b>	Ability to use and reflect on a range of reading strategies to interpret texts and to locate information or meaning.
<b>R8</b>	Ability to identify and record the key information or messages contained within reading material using note-taking techniques.
<b>Writing</b>	
<b>W1</b>	Understanding the process of producing written text, from purpose or idea through planning and drafting to final editing.
<b>W2</b>	Understanding some of the significant features of written texts for different contexts and purposes.
<b>W3</b>	Understanding significant features of English spelling and of contribution of punctuation to meaning in written texts.
<b>W4</b>	Writing fluently and legibly on a range of topics.
<b>W5</b>	Using spelling and punctuation accurately in order to make meaning clear.
<b>LW6</b>	Selecting appropriate format and style of writing for different purposes and readers.
<b>W7</b>	Understanding and using conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written text.

## Annexe D: Individual Learning Plan (sample pro forma)

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			
Learner signature		Date:	
Teacher signature		Date:	

**Initial assessment**

<p><b>Current CV details</b></p>		
<p><b>Existing academic qualifications relevant to teaching area</b></p>		
<p><b>Existing vocational/ professional qualifications relevant to teaching area</b></p>		
<p><b>Access to teaching/training opportunities</b></p>	<p><b>Location:</b></p>	<p><b>Contact:</b></p>
<p><b>Individual support requirements identified (as appropriate)</b></p>		
<p><b>Requirements for review of study skills</b></p>		

**Initial assessment**

<p><b>Initial assessment – identified preferred learning style</b></p>	
<p><b>Evidence available for accrediting prior experience/ learning</b></p>	

<p><b>Initial individual self-assessment</b></p>		
<p><b>Initial action plan</b></p>		<p><b>Target date</b></p>
<p><b>Learner signature</b></p>		<p><b>Date:</b></p>
<p><b>Teacher feedback/suggestions for development</b></p>		
<p><b>Teacher signature</b></p>		<p><b>Date:</b></p>

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 or 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 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	

Learning outcome	Assessment criteria	Standards	Portfolio evidence
4 Understand how to deliver inclusive sessions which motivate learners	4.1 Explain ways to establish ground rules with learners which underpin appropriate behaviour and 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 learners	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:			
Learner signature		Date	
Teacher 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
<b>Learner signature:</b>	<b>Date:</b>

Initial assessment

Award – Preparing to Teach in the Lifelong Learning Sector Summative Profile	
<b>Teacher feedback:</b> <b>Areas of knowledge demonstrated through building of portfolio evidence, assignments, activities, discussions</b>	
<b>Teacher feedback:</b> <b>Areas of skills in teaching and learning demonstrated through micro-teach or practical teaching activity in specialist subject/area</b>	
Teacher recommendations and progression	
<b>Teacher signature:</b>	<b>Date:</b>



## Annexe E: Reflective Practice Journal (sample pro forma)

Name and current address		
Telephone		
Email		
Dates of journal period	From:	To:

Networking/contacts			
Name	Teaching subject/s	Phone	Email

Initial reflection	
What I hope to gain from the course	My fears/concerns about the course
Swot analysis:	

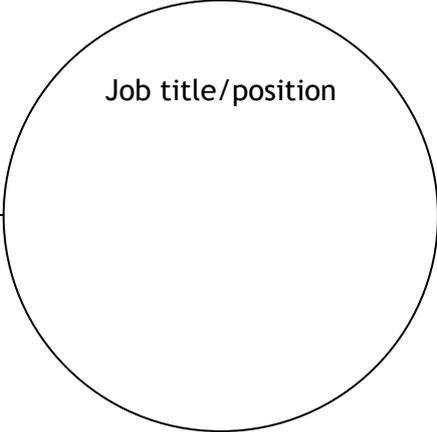
Central to any reflective practice is being able to establish your current position. A simple tool for this is a SWOT analysis.

Consider your strengths and how they could be applied to both a teaching role and to the effort required to produce the evidence for your Teaching and Learning Portfolio.

Offsetting strengths, you may need to consider weaknesses that need to be addressed if you are to achieve your goals.

Opportunities exist which can be used to help you to achieve those goals – they may take the form of people or circumstances to be seized.

Threats are external factors, rather than the internal issues of your weaknesses, which need to be dealt with for you to achieve your goals.

Personal SWOT analysis		Date undertaken:	
Strengths			Weaknesses
Opportunities			Threats

Negative aspects of my personal learning experience	Positive aspects of my personal learning experience
Top five tips to consider in planning teaching and learning based on own experience	
1	
2	
3	
4	
5	

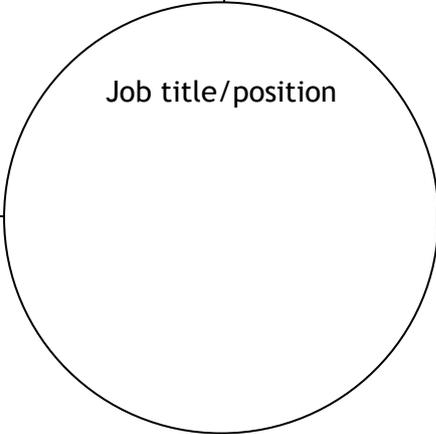
Learning approach	How it could be used for my subject area	Justification in terms of engaging learners actively in learning
<i>For example pairs activity</i>	<i>Students sharing experiences to highlight key learning from their own perspective</i>	<i>Pair work is effective in students sharing to encourage differentiation or peer teaching for ownership of learning</i>

Exploring issues – action planning	
Issues I need to explore in relation to differentiation and to producing resources to meet different learners' needs	
Key issues arising out of my own experiences on the course	
Action I need to take as a result	
Date:	Signature:
Teacher response	
Date:	Signature:

Reflection on the teaching role and context	
Key functions of the teacher in further, adult and continuing education	
Reflecting on the individuals and organisations able to support my own professional practice in my subject area	
Understanding professional codes of practice	

<b>Recognising teaching skills for leading learning</b>	
<b>Personal teaching skills</b>	<b>Reference to the programme</b>
1 Applying specific knowledge to practice – presenting and delivering information	
2 Acceptance of differing learning needs, expectations and styles	
3 Planning and prioritising	
4 Managing time	
5 Managing learning	
6 Identifying resources	
7 Understanding assessment in promoting learning	

Recognising personal skills for leading learning	
Personal skills	Reference to the programme
8 Problem solving	
9 Creativity	
10 Decision making	
11 Communicating effectively with groups and individuals	
12 Openness and responsiveness to others	
13 Empathy, rapport and respect for students and colleagues	
14 Enthusiasm, energy and persistence	
15 Self-confidence	
16 Reliability	
17 Appreciation of professional values and ethics	
Comments	

Final Personal SWOT Analysis		Date undertaken:	
Strengths			Weaknesses
Opportunities			Threats

Continuing professional development requirements identified		
Development identified through SWOT	Source	When

Personal action plan	
Where am I now?	Where do I need to be?
How will I get there?	Who might help?
Action required	Target date
Learner signature:  Date:	Teacher signature:  Date:

## Annexe F: Qualification and Credit Framework (QCF) level descriptors for Levels 3-5

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.	<ul style="list-style-type: none"> <li>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well-defined, may be complex and non-routine.</li> <li>Interpret and evaluate relevant information and ideas.</li> <li>Be aware of the nature of the area of study or work.</li> <li>Have an awareness of different perspectives or approaches within the area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>Address problems that, while well-defined, may be complex and non-routine.</li> <li>Identify, select and use appropriate skills, methods and procedures.</li> <li>Use appropriate investigation to inform actions.</li> <li>Review how effective methods and actions have been.</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervision or guiding others.</li> <li>Exercise autonomy and judgement within limited parameters.</li> </ul>

<b>QCF Level 4</b>				
<b>Level</b>	<b>Summary</b>	<b>Knowledge and understanding</b>	<b>Application and action</b>	<b>Autonomy and accountability</b>
<b>Level 4</b>	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.	<ul style="list-style-type: none"> <li>• Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine.</li> <li>• Analyse, interpret and evaluate relevant information and ideas.</li> <li>• Be aware of the nature and approximate scope of the area of study or work.</li> <li>• Have an informed awareness of different perspectives or approaches within an area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>• Address problems that are well-defined but complex and non-routine.</li> <li>• Identify, adapt and use appropriate methods and skills.</li> <li>• Use appropriate investigation to inform actions.</li> <li>• Review the effectiveness and appropriateness of methods, actions and results.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for courses of action including, where relevant, responsibility for the work of others.</li> <li>• Exercise autonomy and judgement within broad parameters.</li> </ul>

<b>QCF Level 5</b>				
<b>Level</b>	<b>Summary</b>	<b>Knowledge and understanding</b>	<b>Application and action</b>	<b>Autonomy and accountability</b>
<b>Level 5</b>	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.	<ul style="list-style-type: none"> <li>• Use practical, theoretical or technical understanding to address problems that are broadly-defined but complex and non-routine.</li> <li>• Analyse, interpret and evaluate relevant information, concepts and ideas.</li> <li>• Be aware of the nature and scope of the area of study or work.</li> <li>• Understand different perspectives, approaches or schools of thought and the reasoning behind them.</li> </ul>	<ul style="list-style-type: none"> <li>• Address broadly-defined, complex problems.</li> <li>• Determine, adapt and use appropriate methods and skills.</li> <li>• Use relevant research or development to inform actions.</li> <li>• Evaluate actions, methods and results.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for planning and developing courses of action including, where relevant, responsibility for the work of others.</li> <li>• Exercise autonomy and judgement within broad parameters.</li> </ul>

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