

Certificate in Teaching in the Lifelong Learning Sector

(6304)

Frequently asked questions

Contents

1.	Why should someone undertake the L3 or L4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) qualifications?	2
2.	This version of CTLLS (6304) consists of a number of different units. Are learners allowed a free choice?	2
3.	Must we offer all the units within CTLLS?	2
4.	Must all units be at level 4 for a learner to achieve a Certificate at that level?	2
5.	How do I know that learner evidence is appropriate?	2
6.	Is there an age limit for CTLLS learners?	2
7.	What are the entry requirements?	2
8.	Is it necessary for assignments to display any specific level of literacy?	3
9.	Must all learners deliver a micro-teaching session?	3
10.	If used, how long must a micro-teaching session be?	3
11.	Are learners required to observe an experienced teacher?	3
12.	The guided learning hours (GLH) have been increased. Does this mean that we increase the length of our courses?	3
13.	Are reflective learning journals still required?	4
14.	Who can observe and assess teaching / micro-teaching sessions?	4
15.	Do we need to make video recordings of micro-teaching sessions?	4
16.	Are we allowed to provide our own summative assessments/assignments?	4
17.	What happens if a person already has teaching/training experience, or a qualification?	5
18.	Are learners required to register with the Institute for Learning?	5
19.	Is it acceptable for people who have undertaken the MOD Defence Instructional Techniques (DIT) to claim credit, or exemption when undertaking the City & Guilds Preparing to Teach in the Lifelong Learning (6302) qualification?	5
20.	How do we keep up to date?	5

1. Why should someone undertake the L3 or L4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) qualifications?

There are several reasons.

- New entrants to teaching in colleges or work based learning providers in England deemed to be in an 'Associate Teaching role' are required by the 2007 FETQ (England) regulations to achieve a teaching qualification within 5 years of appointment.
- Other parts of the Lifelong Learning Sector that are not regulated may require teachers/assessors to achieve CTLLS for contractual/employment reasons.
- CTLLS has become recognised as a valuable teaching qualification in other nations where regulations may not apply.
- Many other organisations have adopted CTLLS as their standard for teaching/training.
- CTLLS achievement can provide progression into DTLLS for those moving into a 'Full teacher' role.

2. This version of CTLLS (6304) consists of a number of different units. Are learners allowed a free choice?

In order to achieve a CTLLS Award at level 3 or 4, learners must successfully complete a combination of mandatory and option units that meet the qualification Rules of Combination (ROC). These are outlined in the CTLLS qualification handbook.

Certification is available for individual units, but learners must understand that only recognised combinations of units permit progression to DTLLS (6305). Centres are not required to offer all units within the range and learners can choose from the units the centre offers for this qualification.

3. Must we offer all the units within CTLLS?

No. We provide different complexes that allow centres to offer the rules of combination that suit the needs and interests of their learners.

4. Must all units be at level 4 for a learner to achieve a Certificate at that level?

No. At least 24 of the 30 credits must be at level 4. For example, some learners may have already achieved their PTLLS Award at L3 and show that they have the potential to achieve at the higher level and gain the rest of their units for CTLLS at level 4.

5. How do I know that learner evidence is appropriate?

If a learner has completed the specified task(s) in a way that meets the learning outcomes and assessment criteria for a unit in a manner that is in keeping with the level descriptors, then the evidence should be appropriate.

6. Is there an age limit for CTLLS learners?

Currently, learners must be at least 19 years old to undertake CTLLS.

7. What are the entry requirements?

There are no nationally agreed entry requirements. Learners must undertake an initial assessment, which includes an assessment of their skills in literacy, numeracy and ICT at the beginning and identifies their progression/unit route in order to advise on the correct qualification options. However, learners must also complete an action plan to address learning needs that have been identified.

8. Is it necessary for assignments to display any specific level of literacy?

No, but the standard of communication must be sufficient for tutors and others to understand. CTLLS is available at levels 3 and 4 to provide access for learners with different levels of communication.

9. Must all learners deliver a micro-teaching session?

To achieve the Certificate, there is a requirement for a minimum of 30 hours teaching practice and a minimum of 3 observations of actual teaching practice. Learners could also undertake a micro teach as part of the / learning delivery and this is clearly relayed in the handbook as to the units where this applies. Micro-teaching is acceptable for the Using inclusive learning approaches in lifelong learning unit (304/404) although observation of real teaching is also acceptable. Micro-teaching is not acceptable for the Learning and Development units that deal with facilitating / managing learning (305, 306).

10. If used, how long must a micro-teaching session be?

Learners who do undertake a micro teach must deliver a session of at least 15 minutes.

In addition to their 15 minutes microteaching sessions, peer learners must participate as learner / observers in 45 minutes of micro-teaching. This provides opportunities for them to reflect on sessions delivered by other learners. This will be in total 1 hour.

11. Are learners required to observe an experienced teacher?

It is expected that learners will observe their tutor(s) delivery within the CTLLS course. An additional observation of an experienced teacher / trainer would be good practice, but this is not a requirement.

12. The guided learning hours (GLH) have been increased. Does this mean that we increase the length of our courses?

The increase to the credit value and GLH for PTTLS recognises that the demands of the previous version exceeded the credit/ hours assigned to it. Our commitment to learners requires that centres provide appropriate support for their learners. Different learners have different backgrounds and needs. Approaches such as on-line / telephone support and blended learning materials can be effective parts of programmes. Tutorials and feedback are vital parts of learner experience.

The model of delivery for the CTLLS rests with the training provider in line with the qualification requirements as outlined in the handbook. It is not the role of the centres Qualification Consultant (QC) to check the GLH for the CTLLS qualification overall , but if the centres delivery model compromises the quality of teaching/support to and for the learner then they could well have a view.

It is always helpful to centres to inform their QC of their proposed delivery models for CTLLS and seek further guidance on this where necessary.

13. Are reflective learning journals still required?

Yes, although we have reduced the number of entries required to, at least, one per unit. Reflection is a vital part of professional practice in teaching and it is important that CTLLS learners should develop the skills of reflection. The reduction in the number required should encourage learners to engage more actively in reflection that reflects the level of their qualification / units. Tutors must include journal entries in the assessment process and provide formative feedback.

Please note, reflective learning journals are not prescribed for the Learning and Development units, but centres should encourage this as good practice.

14. Who can observe and assess teaching / micro-teaching sessions?

- Observers must meet the requirements that accompany the relevant unit. For units 304 and 404, observers must be competent and experienced teachers / trainers. If they do not hold a relevant qualification e.g. DTLLS or Learning and Development, they should achieve one. Assessor qualifications are not required, but are strongly recommended.
- It is possible to achieve a unit from the 6317 (TAQA) unit by assessing learners for 6304.
- Assessors for units 305 and 306, must be qualified assessors and competent in this field. Those who do not hold a teaching / training qualification should achieve one.
- The Awarding Organisation Guidance issued by LLUK in March 2011 and up-dated by LSIS (June 2011) states that observations must be carried out by members of the centre team. City & Guilds must be notified about the details of all team members using a Centre Up-date (CU – formerly known as APU). This form can be found at www.cityandguilds.com/centredoclibrary. Team members must participate in centre meetings, and their judgements must be subject to quality assurance. They must participate in standardisation.

15. Do we need to make video recordings of micro-teaching sessions?

We recommend video recording of sessions in order to enhance learner reflection on micro-teaching. Recordings can be very useful for quality assurance sampling and standardisation.

16. Are we allowed to provide our own summative assessments/assignments?

Where summative assessments/assignments are provided by City & Guilds, they are exemplars and thus optional. Centres could design their own unit summative assessments/assignments but they must ensure that these cover all relevant learning outcomes/ assessment criteria.

Centres designing their own summative assessments/ assignments should seek their QC approval. Centres designing their own summative assessments/assignments must also comply with the Guidance for Assessors which can be found in the exemplar assignment pack on the CTLLS webpage.

City & Guilds passwords for exemplar assignments and answer packs can be accessed by centres via the Walled Garden. Passwords must not be given to learners.

Where centres use City & Guilds assignments/assessments, these will be internally quality assured and externally quality assured by the centres Qualification Consultant (QC).

For assessment/standardisation purposes clear level descriptors should be applied to knowledge evidence by learners, tutors, assessors, and internal quality assurers. Further information can be obtained in the CTLLS qualification handbook.

17. What happens if a person already has teaching/training experience, or a qualification?

It is possible that they may not need to undertake CTLLS, either because they are not a new entrant to teaching in the sector, or because Recognition of Prior Learning (RPL) is permitted. The Institute for Learning (IfL) provides details of credit that may be claimed for specified qualifications www.ifl.ac.uk.

City & Guilds recognises RPL and has a Policy in place for centres to follow which can be obtained from a centre QC or national ITT national Portfolio Adviser. It is also available via the City & Guilds website

<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents>

18. Are learners required to register with the Institute for Learning?

Teachers in the Lifelong Learning Sector in England should consult the IfL website - www.ifl.ac.uk/membership . From September 2012 registration with IfL is now not required.

Teachers in other nations should consult the national body responsible for the post-compulsory sector to ensure that they comply with emerging requirements.

19. Is it acceptable for people who have undertaken the MOD Defence Instructional Techniques (DIT) to claim credit, or exemption when undertaking the City & Guilds Preparing to Teach in the Lifelong Learning (6302) qualification?

People who have completed DIT since 2005 and have undertaken a training role will have an understanding of a role in Lifelong Learning Organisation and will have delivered learning.

Centres registering such learners for 6302 should exempt them from units 001 and 003. This means that they will need to achieve only 6 more credits in accordance with the Rules of Combination before claiming PTLLS at level 3. Centres must have checked the relevant documentary evidence of the DIT completion before making such claim.

A photocopy of the document must be retained, as supporting evidence, by the centre and made available to the City & Guilds Qualification Consultation during sampling.

20. How do we keep up to date?

City & Guilds provides information about this and related qualifications in qualification specific websites, as well as generic information via the home website - www.cityandguilds.com. All team members should register for, and read, the qualification mailing up-dates (Focus) that are circulated via email. To sign up please use the link – **Focus Sign up**

Team members must participate in Continuing Professional Development (CPD) in accordance with national requirements.

SmartScreen on line support

SmartScreen online support provides teachers/ tutors, trainers and learners with resources to support teaching and learning activities within the CTLLS qualification. These include schemes of work, sample lesson plans, learner activities and hand-outs to support individual CTLLS units.

Further information is available from the City & Guilds SmartScreen team via www.smartscreen.co.uk

National Portfolio Advisers

City & Guilds national Portfolio Advisers are also available to provide individual centre support on the PTLLS qualification in respect of approval and delivery. For further information please contact your local regional office who will provide you with their contact details

National centre network support and quality improvement events will also be available in 2013. These will be advertised for Centres via the City & Guilds Customer Events webpage.

www.cityandguilds.com/events