

Level 3 and 4 Awards in Preparing to Teach in the Lifelong Learning Sector (PTLLS) (6302)

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Qualification at a glance

Subject area	Preparing to Teach in the Lifelong Learning Sector
City & Guilds number	6302
Age group approved	19+
Entry requirements	There are no formal entry requirements. Learners are required to have evidence of level 3 vocational skills for the area in which they will teach if they are to progress into teaching in the Lifelong Learning Sector (LLS)
Assessment	<p>This qualification is available at levels 3 and 4. Both levels are to be assessed by a combination of:</p> <ul style="list-style-type: none"> • exemplar assignments/suggested assessment activities • observation of teaching/training. <p>The suggested assessment activities are provided in this handbook.</p> <p>There are also exemplar assignments provided in a separate Assessment Pack.</p> <p>These are offered to centres as an alternative, and not in addition to, the suggested assessment activities contained in this handbook. This Assessment Pack is accompanied by an Answer Pack, containing model answer and grading criteria for the exemplar assignments.</p>
Fast track	Available (see section 2 Centre requirements)
Support materials	6302 Qualification handbook 6302 Assessment Pack 6302 Answer Pack Forms for centres
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Award in Preparing to Teach in the Lifelong Learning Sector	6302-03	600/2565/7
Level 4 Award in Preparing to Teach in the Lifelong Learning Sector	6302-04	600/2564/5
Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (Unit route)	6302-11	600/2565/7
Level 3 Award in Preparing to Teach in the Lifelong Learning Sector*	6302-13	600/2565/7
Level 4 Award in Preparing to Teach in the Lifelong Learning Sector*	6302-14	600/2564/5
Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (Unit route)	6302-22	600/2564/5
Level 3 Award in Preparing to Teach in the Lifelong Learning Sector*	6302-90	600/2565/7
6302-91 Level 3 & 4 Preparing to Teach in the Lifelong Learning Sector (Unit Route)*	6302-91	600/2564/5 600/2565/7
6302-92 Level 3 & 4 Preparing to Teach in the Lifelong Learning Sector (Unit Route)	6302-92	600/2564/5 600/2565/7

* These qualification pathways contain only the Level 3/4 Preparing to Teach in the Lifelong Learning Sector units and not the units imported from the Learning and Development and Assessment and Quality Assurance)

Version and date	Change detail	Section
2.0 Jul 2012	Amendment to assessment information	Assessment
2.0 Jul 2012	pathway information updated	Introduction



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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	For learners who work, or want to work as teachers/trainers in the Lifelong Learning Sector (LLS). It is mandatory for those wishing to enter teaching in the regulated LLS in England. PTLLS is widely recognised as the standard for those beginning to teach in the non regulated sector in England, as well as in other nations.
What do the qualifications cover?	They allow learners to learn knowledge and skills required to enter teaching.
Are the qualifications part of a framework or initiative?	They are part of a framework of qualifications for teachers in England. They do not form part of an Apprenticeship Framework.
Who did we develop the qualifications with?	The qualifications were developed with The Learning and Skills Improvement Service (LSIS).
What opportunities for progression are there?	They allow learners to progress into employment as teachers/trainers, as well as to the following City & Guilds qualifications: <ul style="list-style-type: none">• Certificate in Teaching in the Lifelong Learning Sector (CTLLS)• Diploma in Teaching in the Lifelong Learning Sector (DTTLS)

Structure

To achieve the **Level 3 Award in Preparing to Teach in the Lifelong Learning Sector** learners must achieve a minimum of **12 credits**:

- **3** credits from 001
- **6** credits from 002-005
- **3** credits from 006-007.

Mandatory 001 (3 credits)	Group A	3 credits
Optional 002 (3 credits)	Group B	6 credits
Optional 003 (3 credits)		
Optional 004 (6 credits)		
Optional 005 (6 credits)		
Optional 006 (3 credits)	Group C	3 credits
Optional 007 (3 credits)		

Unit accreditation number	City & Guilds unit	Unit title	Level	Credit value
Mandatory	Group A	Learners must achieve all 3 credits		
A/503/1229	001	Roles, responsibilities and relationships in lifelong learning	3	3
Optional	Group B	Learners must achieve a minimum of 6 credits		
T/503/1233	002	Understanding inclusive learning and teaching in lifelong learning	3	3
Y/503/1242	003	Using inclusive learning and teaching approaches in lifelong learning	3	3
F/502/9548	004	Facilitate learning and development in groups	3	6
J/502/9549	005	Facilitate learning and development for individuals	3	6
Optional	Group C	Learners must achieve a minimum of 3 credits		
D/601/5313	006	Understanding the principles and practices of assessment	3	3
Y/503/1239	007	Principles of assessment in lifelong learning	3	3

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

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

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

Mandatory 001 (3 credits)	or	Mandatory 008 (3 credits)	Group A	3 credits
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Optional 002 (3 credits) </div> or <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Optional 009 (3 credits) </div>			Group B1	6 credits
And				
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Optional 003 (3 credits) </div> or <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Optional 010 (3 credits) </div>				
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Optional 011 (6 credits) </div>			Group B2	6 credits
Optional 006 (3 credits)	Optional 007 (3 credits)	Optional 012 (3 credits)	Group C	3 credits

Unit accreditation number	City & Guilds unit	Unit title	Level	Credit value	Assessment method
Mandatory	Group A	Learners must achieve all 3 credits			
A/503/1229	001	Roles, responsibilities and relationships in lifelong learning	3	3	An assignment is available for this unit
M/503/1232	008	Roles, responsibilities and relationships in lifelong learning	4	3	An assignment is available for this unit
Optional	Group B	If chosen, 6 credits must be achieved from B1 or B2			
	B1	002 or 009; 003 or 010			
T/503/1233	002	Understanding inclusive learning and teaching in lifelong learning	3	3	An assignment is available for this unit
F/503/1235	009	Understanding inclusive learning and teaching in lifelong learning	4	3	An assignment is available for this unit
Y/503/1242	003	Using inclusive learning and teaching approaches in lifelong learning	3	3	
R/503/1238	010	Using inclusive learning and teaching approaches in lifelong learning	4	3	
	B2				
A/502/9550	011	Manage learning and development in groups	4	6	
Optional	Group C	Learners must achieve a minimum of 3 credits			
D/601/5313	006	Understanding the principles and practices of assessment	3	3	An assignment is available for this unit
Y/503/1239	007	Principles of assessment in lifelong learning	3	3	An assignment is available for this unit
R/503/1241	012	Principles of assessment in lifelong learning	4	3	An assignment is available for this unit



2 Centre requirements

Approval

If your Centre is approved to offer 7303 and wishes to offer only those programmes of study (6302-13, 14, 90 and 91) that cover content that directly replaces the content of 7303, you will receive automatic approval for the same level(s) as your 7303 approval.

If your centre wishes to offer the programmes of study that cover all of 6302 and has approval for 7303, 6317 and 6318, you will need to submit a fast-track approval form for 6302-03 and/or 04, 11, 22 and 92. Otherwise, you will need to use the standard Qualification Approval Process.

Centres may use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes
- they have Direct Claims Status

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information. Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Physical resources and site agreements

Centres should use teaching/training resources that are in keeping with good practice in the Lifelong Learning Sector (LLS). Observations of micro-teaching must occur in locations that accord with the area of the LLS involved. Centres must ensure that learners have access to adequate learning resources eg texts, ICT, learning technology and blended learning.

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They must:

- be occupationally competent and technically knowledgeable in education and/or training
- hold a relevant qualification eg City and Guilds 7318 NVQ in Learning & Development for those delivering 6302 level 3, 7304 Certificate in Teaching in the Lifelong Learning Sector (CTTLS) 7305 Diploma in Teaching in the LLS (DTLLS), PGCE for those delivering 6302 level 4. It is recommended that those holding a training qualification should achieve one of the current teaching qualifications. Staff of existing centres who do not hold a qualification should achieve one in a timely manner
- have substantial experience of providing initial teacher training/ education and/or substantial experience as a trainer.

New team members must:

- join a centre team and receive an adequate induction and adequate mentoring and monitoring.

Observers of micro-teaching/teaching must:

- be members of the centre team.

Centre staff may undertake more than one role, eg tutor, assessor or quality assurer, but cannot quality assure their own assessments.

Assessors and internal verifiers

Staff who assess or quality assure units 004, 005, 006 or 011 must hold a recognised qualification in assessment or quality assurance eg TAQA, A&V, or D units.

Qualifications in assessment and quality assurance are not required for those who deal with units 001, 002, 003, 007, 008, 009, 010 or 012. However, these qualifications are strongly recommended.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to achieve the qualifications. They must provide adequate information and advice so that learners are aware of the function of PTLLS and potential progression routes.

Learners in England who work in FE colleges or funded training organisations must register with the Institute for Learning within six months of commencement.

Age restrictions

City & Guilds cannot accept any registrations for learners under 19 as these qualifications are not approved for anyone under the age of 19.

Other legal considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme.

Learners must undertake an initial assessment of their own skills in literacy, language, numeracy and ICT, as well as other learner characteristics at the beginning of their course. This assessment should be used to:

- identify support and development needs
- identify level appropriate
- provide a basis for progression and professional formation
- facilitate recognition of prior learning.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

SmartScreen

SmartScreen.co.uk provides online support for tutors, assessors and learners of City & Guilds' qualifications. High quality support materials provide complementary support to the entire teaching and learning experience. You can subscribe from the Walled Garden, call us on 0844 543 0000 or email your order to directsales@cityandguilds.com.

Description	How to access
Assignments and assessment guidance	Included in this handbook
Exemplar assignments	In Assessment Pack, to be found on the City & Guilds website www.cityandguilds.com
Model answers/grading criteria for exemplar assignments	In the Answer Pack to be found on the City & Guilds website www.cityandguilds.com
Forms for centres	In the Forms for Centres Pack to be found on the City & Guilds website www.cityandguilds.com
6317 Level 3 & 4 Awards & Certificates in Assessment and	These can be found on the City & Guilds website www.cityandguilds.com

For further information to assist with the planning and development of the programme, please refer to the following:

<http://www.cityandguilds.com/37351.html>

<http://tariff.svuk.eu>

Evidence requirements

Types of evidence required are as follows:

- participation in a micro-teaching group lasting at least one hour, with opportunities for reflection and feedback. Each learner must deliver a session of, at least, fifteen minutes. Alternatively, learners may be observed carrying out the teaching of learners
- tutorial and feedback
- blended learning is permitted – this involves a combination of resource-based learning and class learning
- distance learning is unlikely to provide opportunities for modelling of techniques and interaction with other learners

Requirements for Units 003, 004, 005 and 011

The learning outcomes for Unit 003 relate to the production of a teaching session plan, which should then be used for the micro-teaching in the same unit. Whilst the learning outcomes for units 004, 005 and 011 do not include production of a session plan, learners who opt for any of these units should include a session plan in their evidence. They should receive feedback about this plan.

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by learners and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

City & Guilds has developed a set of recording forms specifically for these qualifications. They are as follows and can be found in Appendix section 3 of this document:

Form 1: Record of achievement form

This form is mandatory and should be used once for each qualification achieved.

Form 2: Assessment front sheet and feedback record PTTLS Level 3/4

This form is mandatory for units 001, 002, 004, 005, 006, 007, 008, 009, 011, 012

Form 3: Session Plan

This form should be used for units 002, 003 009 and 010.

Form 4: Self Evaluation of Session Plan

This form should be used for units 003 and 010

Form 5: PTTLS Observation Record

This form should be used for units 003 and 010

Form 6: Self evaluation – Micro-teaching/teaching practice delivery

This form should be used for units 003 and 010

Form 7: Peer group evaluation and feedback – Micro-teaching/teaching practice delivery

This form should be used for units 003 and 010.

Form 8: Summative profile and action plan

This form is to be completed at the end of the course programme on completion of 12 credits.

Form 9: Professional Discussion

This form should be used for unit 006

Form 10: Reflective Learning Journal

This form should be used for all units



4 Assessment

Learners must:

- have a completed portfolio of evidence for each unit or taken an assignment.
- Simulation (micro-teaching) is permitted for units 003 and 010.

Exemplar assignments are provided for the following units but do not have to be used:

Assessments	Mandatory/ Optional	Unit Title	Method
Assignment 001	Mandatory Unit	Roles, responsibilities and relationships in lifelong learning	Externally set assignment, locally marked and externally verified.
Assignment 002	Optional Unit	Understanding inclusive learning and teaching in lifelong learning	Externally set assignment, locally marked and externally verified.
Assignment 006	Optional Unit	Understanding the principles and practices of assessment	Externally set assignment, locally marked and externally verified.
Assignment 007	Optional Unit	Principles of assessment in lifelong learning	Externally set assignment, locally marked and externally verified.
Assignment 008	Mandatory Unit	Roles, responsibilities and relationships in lifelong learning	Externally set assignment, locally marked and externally verified.
Assignment 009	Optional Unit	Understanding inclusive learning and teaching in lifelong learning	Externally set assignment, locally marked and externally verified.
Assignment 012	Optional Unit	Principles of assessment in lifelong learning	Externally set assignment, locally marked and externally verified.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is permitted for units 004, 005 and 011, as well as for qualifications specified in the City and Guilds Secondary Mapping Guidance and the SVUK Tariff Database

(<http://www.standardsverificationuk.org/evidencing-skills-and-qualifications/tariff-of-qualifications-itt>). RPL is sector specific.

Level descriptors

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

Level 3 learning would include:

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

Level 4 learning would include:

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



5 Units

Availability of units

The units that follow can also be found on The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Glossary of words used in the units

The following key words and terms are used in the units.

Term	Definition
Equality	Ensuring the rights of learners to participate no matter what their characteristics. Defined in part by legislation.
Diversity	Valuing the differences and characteristics of individuals
Points of referral	Individuals and organisations that provide information and support for learners eg about funding, or opportunities to access learning
Inclusive	Avoiding and overcoming barriers to participation for all learners
Safeguard	Protecting young people and vulnerable adults from abuse or neglect, and ensuring that learning environments support their well-being
Micro-teaching	A simulated teaching session in which PTLLS learners deliver learning to members of the PTLLS course.

Unit 001

Roles, responsibilities and relationships in lifelong learning

UAN:	A/503/1229
Level:	Level 3
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to enable the practitioner to understand the role and responsibilities of a teacher in lifelong learning and the relationship between different professionals in lifelong learning. It includes responsibility for maintaining a safe and supportive learning environment for learners.
Links:	This unit is the same as unit 301 in the 6304 Certificate in Teaching in the Lifelong Learning Sector and the 6305 Diploma in Teaching in the Lifelong Learning Sector. Learners who achieve this unit do not need to repeat it in 6304/6305.

Learning outcome
The learner will: 1. Understand own role and responsibilities in lifelong learning
Assessment criteria
The learner can: 1.1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.2 Explain own responsibilities for promoting equality and valuing diversity 1.3 Explain own role and responsibilities in lifelong learning 1.4 Explain own role and responsibilities in identifying and meeting the needs of learners

Learning outcome
The learner will: 2. Understand the relationships between teachers and other professionals in lifelong learning
Assessment criteria
The learner can: 2.1 Explain the boundaries between the teaching role and other professional roles 2.2 Describe points of referral to meet the needs of learners 2.3 Summarise own responsibilities in relation to other professionals

Learning outcome
The learner will: 3. Understand own responsibility for maintaining a safe and supportive learning environment
Assessment criteria
The learner can: 3.1 Explain own responsibilities in maintaining a safe and supportive learning environment 3.2 Explain ways to promote appropriate behaviour and respect for others

Unit 001 Roles, responsibilities and relationships in lifelong learning

Supporting information

Assessment

For this unit an exemplar assignment is available. Alternatively the suggested assessment activities below can be used.

Suggested Assessment Activities

1. Provide a brief case study of the role of a teacher in the Lifelong Learning Sector. This role may be drawn from a part of the sector in which you work, or where you wish to work. Where appropriate, it will be acceptable for some of your information to be summarised in tables, charts, or diagrams. Your case study must include clear explanations and description to address all of the assessment criteria for this unit. Your answer must include clear evidence of relevant reading, important principles, and professional values.
2. Provide a reflective journal entry about what you have learned during this unit. This entry should record your reflections as you progress through your qualification. You should link your reflections to reading, principles, theories and professional values as relevant.

Guidance

No word count is provided for this unit. Careful planning is recommended as a basis for concise evidence.

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 2 - Assessment front sheet and feedback record

Form 10 - Reflective Learning Journal

Unit 002

Understanding inclusive learning and teaching in lifelong learning

UAN:	T/503/1233
Level:	Level 3
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to enable the practitioner to understand teaching and learning strategies and approaches in lifelong learning, and how to use these to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners.
Links	This unit is the same as unit 303 in the 6304 Certificate in Teaching in the Lifelong Learning Sector and the 6305 Diploma in Teaching in the Lifelong Learning Sector. Learners who achieve this unit do not need to repeat it in 6304/6305.

Learning outcome
The learner will: 1. Understand learning and teaching strategies in lifelong learning
Assessment criteria
The learner can: 1.1 Summarise learning and teaching strategies used in own specialism 1.2 Explain how approaches to learning and teaching in own specialism meet the needs of learners 1.3 Describe aspects of inclusive learning

Learning outcome
The learner will: 2. Understand how to create inclusive learning and teaching in lifelong learning
Assessment criteria

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

Learning outcome
The learner will:
3. Understand ways to create a motivating learning environment
Assessment criteria
The learner can:
3.1 Explain ways to engage and motivate learners in an inclusive learning environment
3.2 Summarise ways to establish ground rules with learners to promote respect for others
3.3 Explain ways to give constructive feedback that motivates learners

Unit 002 Understanding inclusive learning and teaching in lifelong learning

Supporting information

Assessment

For this unit an exemplar assignment is available. Alternatively the suggested assessment activities below can be used.

Suggested Assessment Activities

1. You have been offered an interview for a new teaching job that appears interesting. You need to prepare your thoughts on providing inclusive learning and teaching as the instructions say that you will be asked questions about this. The organisation has provided an outline of the learners and the course. Things appear quite different from your own experiences as a learner. The course aims to recruit learners of diverse backgrounds, characteristics and needs. Some have not been involved in education or training for a long time. Others are fairly new to this country. Some will need additional learning support. You need to investigate inclusive learning in order to plan an approach to these challenges.
2. Prepare a collection of relevant information and ideas about how learning can be made effective for a range of learners. Choose a format for this that would enable you to use the information easily during the interview. You must address all of the assessment criteria for this unit. You will need to show evidence of relevant reading about principles and professional values.
3. You may choose to use a PowerPoint format with notes, diagrams or other format. However, it will be important for the members of the interview panel to have a clear summary of your thoughts – there is hot competition for the job.
4. Provide a reflective journal entry about what you have learned during this unit. This entry should record your reflections as you progress through your qualification. You should link your reflections to reading, principles, theories and professional values as relevant.

Guidance

It is not necessary to deliver your information to your group.

No word count is provided for this unit. Careful planning is recommended as a basis for concise evidence.

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 2 - Assessment front sheet and feedback record

Form 10 - Reflective Learning Journal

The following forms might be useful and are provided in **Appendix 3**:

Form 3 - Session Plan

Form 4 - Self Evaluation of Session Plan

Unit 003

Using inclusive learning and teaching approaches in lifelong learning

UAN:	Y/503/1242
Level:	Level 3
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector.
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS). The Session Plan form provided in Appendix 3 should be used with this unit.
Aim:	The purpose of the unit is to enable the practitioner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.
Links	This unit is the same as unit 304 in the 6304 Certificate in Teaching in the Lifelong Learning Sector and the 6305 Diploma in Teaching in the Lifelong Learning Sector. Learners who achieve this unit do not need to repeat it in 6304/6305.

Learning outcome
The learner will: 1. Be able to plan inclusive learning and teaching sessions
Assessment criteria
The learner can: 1.1 Plan a session for learning and teaching that meets the needs of learners 1.2 Justify the selection of approaches to meet the needs of learners 1.3 Plan assessment methods to meet the needs of learners

Learning outcome
The learner will: 2. Be able to deliver learning and teaching sessions
Assessment criteria
The learner can: 2.1 Apply learning and teaching approaches to meet the needs of learners 2.2 Use resources to meet the needs of learners 2.3 Communicate with learners to meet their needs and aid their understanding 2.4 Provide constructive feedback to learners

Learning outcome
The learner will: 3. Be able to evaluate own practice in delivering inclusive learning and teaching
Assessment criteria
The learner can: 3.1 Reflect on own approaches to delivering inclusive learning and teaching 3.2 Identify areas for improvement in own practice

Unit 003 Using inclusive learning and teaching approaches in lifelong learning

Supporting information

Assessment

Suggested Assessment Activities

1. A completed session plan for a 15 minute session. Your plan must identify resources and assessment.
2. A justification of the approaches to learning and teaching taken. The session must involve learners, and be observed by a tutor from the PTLLS course team.
3. Use the feedback provided by the tutor and your peers to reflect on your approaches to inclusive learning, and identify areas for improvement. Your reflection should include references to principles and professional values. Please use the proformas provided in Appendix 3 of this handbook

Guidance

You must deliver a 15 minute micro-teaching session, and observe others delivering their own sessions.

Fifteen minutes is quite a short time, so do not try to create too much content for delivery. Also, focus clearly on the needs of your learners and how they will learn, rather than on what you want to say.

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 3 - Session Plan

Form 4 - Self Evaluation of Session Plan

Form 5 - PTLLS Observation Record

Form 6 - Self evaluation: Micro-teaching/teaching practice delivery

Form 7 - Peer group evaluation and feedback: Micro-teaching/teaching practice delivery

Form 10 - Reflective Learning Journal

Unit 004

Facilitate learning and development in groups

UAN:	F/502/9548
Level:	Level 3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS)
Assessment requirements	<p>Learning outcomes 2, 3 & 4 in this unit require performance evidence of the practitioner working with real learners in a genuine organisational context.</p> <p>When assessing Learning Outcomes 2, 3 & 4 assessment methods must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examination of products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations or experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Links	This unit is the same as unit 306 in the 6304 Certificate in Teaching in the Lifelong Learning Sector and the 6305 Diploma in Teaching in the Lifelong Learning Sector. Learners who achieve this unit do not need to repeat it in 6304/6305.

Learning outcome
The learner will: 1. Understand principles and practices of learning and development in groups
Assessment criteria
The learner can: 1.1 Explain purposes of group learning and development 1.2 Explain why delivery of learning and development must reflect group dynamics 1.3 Evaluate methods for facilitating learning and development to meet the needs of groups 1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups 1.5 Explain how to overcome barriers to learning in groups 1.6 Explain how to monitor individual learner progress within group learning and development activities 1.7 Explain how to adapt delivery based on feedback from learners in groups

Learning outcome
The learner will: 2. Be able to facilitate learning and development in groups
Assessment criteria
The learner can: 2.1 Clarify facilitation methods with group members to meet group and individual learning objectives 2.2 Implement learning and development activities to meet learning objectives 2.3 Manage risks to group and individual learning and development

Learning outcome
The learner will: 3. Be able to assist groups to apply new knowledge and skills in practical contexts
Assessment criteria
The learner can: 3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts 3.2 Provide feedback to improve the application of learning.

Learning outcome
The learner will: 4. Be able to assist learners to reflect on their learning and development undertaken in groups
Assessment criteria
The learner can: 4.1 Support self-evaluation by learners 4.2 Review individual responses to learning and development in groups 4.3 Assist learners to identify their future learning and development needs

Unit 004 Facilitate learning and development in groups

Supporting information

Assessment

Suggested Assessment Activities

This unit is part of the qualifications in Learning and Development (6318) and uses the same assessment strategy.

This unit in the main assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

There must be valid authentic and sufficient evidence for all the assessment criteria. However one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 2 - Assessment front sheet and feedback record

Form 10 - Reflective Learning Journal

Unit 005

Facilitate learning and development for individuals

UAN:	J/502/9549
Level:	Level 3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 7: Facilitate individuals' learning and development
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS)
Assessment requirements	<p>Learning outcomes 2, 3 & 4 in this unit require performance evidence of the practitioner working with real learners in a genuine organisational context.</p> <p>When assessing Learning Outcomes 2, 3 & 4 assessment methods must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Links	This unit is the same as unit 305 in the 6304 Certificate in Teaching in the Lifelong Learning Sector and the 6305 Diploma in Teaching in the Lifelong Learning Sector. Learners who achieve this unit do not need to repeat it in 6304/6305.

Learning outcome
The learner will: 1. Understand principles and practices of one to one learning and development
Assessment criteria
The learner can: 1.1 Explain purposes of one to one learning and development 1.2 Explain factors to be considered when facilitating learning and development to meet individual needs 1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals 1.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development 1.5 Explain how to overcome individual barriers to learning 1.6 Explain how to monitor individual learner progress 1.7 Explain how to adapt delivery to meet individual learner needs

Learning outcome
The learner will: 2. Be able to facilitate one to one learning and development
Assessment criteria
The learner can: 2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives 2.2 Implement activities to meet learning and/or development objectives 2.3 Manage risks and safeguard learners participating in one to one learning and/or development

Learning outcome
The learner will: 3. Be able assist individual learners in applying new knowledge and skills in practical contexts
Assessment criteria
The learner can: 3.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts 3.2 Explain benefits to individuals of applying new knowledge and skills

Learning outcome
The learner will: 4. Be able to assist individual learners in reflecting on their learning and/or development
Assessment criteria
The learner can: 4.1 Explain benefits of self evaluation to individuals 4.2 Review individual responses to one to one learning and/or development 4.3 Assist individual learners to identify their future learning and/or development needs

Unit 005 Facilitate learning and development for individuals

Supporting information

Assessment

Suggested Assessment Activities

This unit is part of the qualifications in Learning and Development (6318) and uses the same assessment strategy.

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

There must be valid authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 2 - Assessment front sheet and feedback record

Form 10 - Reflective Learning Journal

Unit 006

Understanding the principles and practices of assessment

UAN:	D/601/5313
Level:	Level 3
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS)
Assessment requirements	<p>All learning outcomes must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>If assessed as a single unit, this unit could be assessed by:</p> <ul style="list-style-type: none">• written statements or answers• oral statements or answers• discussions between the candidate and their assessor• assignments• projects <p>NB Assessment requirements for this unit are described in detail in the 6317 qualification handbook – these requirements must be met.</p>
Aim:	<p>The aim of this unit is to assess a learning and development practitioner's knowledge and understanding of the principles and practices of assessment.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
Links	This unit is the same as unit 308 in the 6304 Certificate in Teaching in the Lifelong Learning Sector and the 6305 Diploma in Teaching in the Lifelong Learning Sector. Learners who achieve this unit do not need to repeat it in 6304/6305.

Learning outcome
The learner will: 1. Understand the principles and requirements of assessment
Assessment criteria
The learner can: 1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice

Learning outcome
The learner will: 2. Understand different types of assessment method
Assessment criteria
The learner can: 2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners

Learning outcome
The learner will: 3. Understand how to plan assessment
Assessment criteria
The learner can: 3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimise risks through the planning process

Learning outcome
The learner will: 4. Understand how to involve learners and others in assessment
Assessment criteria
The learner can: 4.1 Explain the importance of involving the learner and others in the assessment process 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process 4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners

Learning outcome
The learner will: 5. Understand how to make assessment decision
Assessment criteria
The learner can: 5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair

Learning outcome
The learner will: 6. Understand quality assurance of the assessment process
Assessment criteria
The learner can: 6.1 Evaluate the importance of quality assurance in the assessment process 6.2 Summarise quality assurance and standardisation procedures in own area of practice 6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice

Learning outcome
The learner will: 7. Understand how to manage information relating to assessment
Assessment criteria
The learner can: 7.1 Explain the importance of following procedures for the management of information relating to assessment 7.2 Explain how feedback and questioning contribute to the assessment process

Learning outcome
The learner will: 8. Understand the legal and good practice requirements in relation to assessment
Assessment criteria
The learner can: 8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare 8.2 Explain the contribution that technology can make to the assessment process 8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment 8.4 Explain the value of reflective practice and continuing professional development in the assessment process

Unit 006 Understanding the principles and practices of assessment

Supporting information

Assessment

For this unit an exemplar assignment is available. Alternatively the suggested assessment activities below can be used.

Suggested Assessment Activities

The specific requirements for delivering this unit are provided in the 6317 Qualification Handbook – Unit 301. These requirements must be met. The 6317 handbook can be found on www.cityandguilds.com

Evidence for this unit could take the form of:

- written statements or answers by the learner
- oral statements or answers by the learner
- discussions between the practitioner and their own assessor
- assignments
- projects

Considerable evidence could be generated for this unit in the form of statements and discussions if the practitioner attempts either of the following units at the same time as this one:

- Assess occupational competence in the work environment (6317-302)
- Assess vocational skills, knowledge and understanding (6317-303)

There must be valid authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 2 - Assessment front sheet and feedback record

Form 9 - Professional Discussion

Form 10 - Reflective Learning Journal

Unit 007

Principles of assessment in lifelong learning

UAN:	Y/503/1239
Level:	Level 3
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to enable the practitioner to understand, in accordance with regulations permitting qualification of teachers at level 3, types and methods of assessment used in lifelong learning, ways to involve learners in the assessment process and the requirement to keep assessment records.
Links	This unit is the same as unit 307 in the 6304 Certificate in Teaching in the Lifelong Learning Sector and the 6305 Diploma in Teaching in the Lifelong Learning Sector. Learners who achieve this unit do not need to repeat it in 6304/6305.

Learning outcome
The learner will: 1. Understand types and methods of assessment used in lifelong learning
Assessment criteria
The learner can: 1.1 Explain the types of assessment used in lifelong learning 1.2 Explain the use of methods of assessment in lifelong learning 1.3 Compare the strengths and limitations of assessment methods to meet individual learner needs

Learning outcome

The learner will:

2. Understand ways to involve learners in the assessment process

Assessment criteria

The learner can:

- 2.1 Explain ways to involve the learner in the assessment process
- 2.2 Explain the role of peer and self-assessment in the assessment process

Learning outcome

The learner will:

3. Understand requirements for keeping records of assessment in lifelong learning

Assessment criteria

The learner can:

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

Unit 007 Principles of assessment in lifelong learning

Supporting information

Assessment

For this unit an exemplar assignment is available. Alternatively the suggested assessment activities below can be used.

Suggested Assessment Activities

1. Provide an account of assessment in lifelong learning. Your account must address all of the criteria for this unit with references to principles and practice. You may use alternative ways of presenting some of your information eg a table could be an effective way of addressing assessment criterion 1.3. You must show evidence of reading, with clear references to sources.
2. Provide a reflective journal entry about what you have learned during this unit. This entry should record your reflections as you progress through your qualification. You should link your reflections to reading, principles, theories and professional values as relevant.

Guidance

No word count is provided for this unit. Careful planning is recommended as a basis for concise evidence.

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 2 - Assessment front sheet and feedback record

Form 10 - Reflective Learning Journal

Unit 008

Roles, responsibilities and relationships in lifelong learning

UAN:	M/503/1232
Level:	Level 4
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to enable the practitioner to understand the role and responsibilities of a teacher in lifelong learning and the relationship between different professionals in lifelong learning. It includes responsibility for maintaining a safe and supportive learning environment for learners.

Learning outcome
The learner will: 1. Understand own role and responsibilities in lifelong learning
Assessment criteria
The learner can: 1.1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.2 Analyse own responsibilities for promoting equality and valuing diversity 1.3 Evaluate own role and responsibilities in lifelong learning 1.4 Review own role and responsibilities in identifying and meeting the needs of learners

Learning outcome
The learner will: 2. Understand the relationships between teachers and other professionals in lifelong learning
Assessment criteria
The learner can: 2.1 Analyse the boundaries between the teaching role and other professional roles 2.2 Review points of referral to meet the needs of learners 2.3 Evaluate own responsibilities in relation to other professionals

Learning outcome
The learner will: 3. Understand own responsibility for maintaining a safe and supportive learning environment
Assessment criteria
The learner can: 3.1 Explain how to establish and maintain a safe and supportive learning environment 3.2 Explain how to promote appropriate behaviour and respect for others

Unit 008 Roles, responsibilities and relationships in lifelong learning

Supporting information

Assessment

For this unit an exemplar assignment is available. Alternatively the suggested assessment activities below can be used.

Suggested Assessment Activities

1. Provide a short introduction to roles, responsibilities and relationships in lifelong learning for new entrants to the profession. Your introduction must address all of the assessment criteria for this unit. You must include principles and/ or theories that form a basis for teaching. There must be clear evidence of reading with appropriate referencing used.
2. Make a reflective journal entry to address assessment criteria 1.3, 1.4 and 2.3

Guidance

No word count is provided for this unit. Careful planning is recommended as a basis for concise evidence.

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 2 - Assessment front sheet and feedback record

Form 10 - Reflective Learning Journal

Unit 009

Understanding inclusive learning and teaching in lifelong learning

UAN:	F/503/1235
Level:	Level 4
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to enable the practitioner to understand teaching and learning strategies and approaches in lifelong learning, and how to use these to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners.

Learning outcome
The learner will: 1. Understand learning and teaching strategies in lifelong learning
Assessment criteria
The learner can: 1.1 Analyse learning and teaching strategies used in own specialism 1.2 Evaluate the effectiveness of approaches to learning and teaching in own specialist area in meeting needs of learners 1.3 Evaluate aspects of inclusive learning

Learning outcome
The learner will: 2. Understand how to create inclusive learning and teaching in lifelong learning
Assessment criteria
The learner can: 2.1 Analyse inclusive approaches to learning and teaching 2.2 Analyse how to select resources to meet the needs of learners 2.3 Explain how to create assessment opportunities that meet the needs of learners 2.4 Review how to provide opportunities for learners to practise their literacy, language, numeracy and ICT skills

Learning outcome
The learner will: 3. Understand how to create a motivating learning environment
Assessment criteria
The learner can: 3.1 Explain how to engage and motivate learners in an inclusive learning environment 3.2 Explain how to establish ground rules with learners to promote respect for others 3.3 Review ways to give constructive feedback to motivate learners

Unit 009 Understanding inclusive learning and teaching in lifelong learning

Supporting information

Assessment

For this unit an exemplar assignment is available. Alternatively suggested assessment activities below can be used.

Suggested Assessment Activities

1. Examine the key factors influencing inclusive teaching and learning. You must address all of the assessment criteria for this unit.
2. Provide a reflective journal entry about what you have learned during this unit. This entry should record your reflections as you progress through your qualification. You should link your reflections to reading, principles, theories and professional values as relevant.

Guidance

No word count is provided for this unit. Careful planning is recommended as a basis for concise evidence.

You will need to provide evidence of a planned approach to reading and research, appropriate referencing to sources. Your work must show links to principles, theories and professional values.

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 2 - Assessment front sheet and feedback record

Form 10 - Reflective Learning Journal

Unit 010

Using inclusive learning and teaching approaches in lifelong learning

UAN:	R/503/1238
Level:	Level 4
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS). The Session Plan form provided in Appendix 3 should be used with this unit.
Aim:	The purpose of the unit is to enable the practitioner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.

Learning outcome
The learner will: 1. Be able to plan inclusive learning and teaching sessions
Assessment criteria
The learner can: 1.1 Plan a session for learning and teaching that meets the needs of learners 1.2 Justify the selection of approaches to meet the needs of learners

Learning outcome
The learner will: 2. Be able to deliver inclusive learning and teaching sessions
Assessment criteria
The learner can: 2.1 Demonstrate inclusive learning and teaching approaches to engage and motivate learners 2.2 Demonstrate the use of appropriate resources to support inclusive learning and teaching 2.3 Use assessment methods to support learning and teaching 2.4 Communicate with learners to meet their needs and aid their understanding 2.5 Provide constructive feedback to learners

Learning outcome
The learner will: 3. Be able to evaluate own practice in delivering inclusive learning and teaching
Assessment criteria
The learner can: 3.1 Review own approaches to delivering inclusive learning and teaching 3.2 Analyse how own inclusive learning and teaching practice can be improved to meet the needs of learners

Unit 010 Using inclusive learning and teaching approaches in lifelong learning

Supporting information

Assessment

Suggested Assessment Activities

1. A completed session plan for a 15 minute session. Your plan must identify resources and assessment.
2. A justification of the approaches to learning and teaching taken. The session must involve learners, and be observed by a tutor from the PTLLS course team.
3. Use the feedback provided by the tutor and your peers to reflect on your approaches to inclusive learning, and identify areas for improvement. Your reflection must include references to principles, theories and professional values. Please use the pro formas provided in Appendix 3 of this handbook.

Guidance

You must deliver a 15 minute micro-teaching session and observe others delivering.

Fifteen minutes is quite a short time, so do not try to create too much content for delivery. Also, focus clearly on the needs of your learners and how they will learn, rather than on what you want to say. Your session must include some use of assessment. After discussion with your tutor, you may decide to plan for a slightly longer session (say 20 minutes). When teaching, it is important to keep to time.

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 3 - Session Plan

Form 4 - Self Evaluation of Session Plan

Form 5 - PTLLS Observation Record

Form 6 - Self evaluation: Micro-teaching/teaching practice delivery

Form 7 - Peer group evaluation and feedback: Micro-teaching/teaching practice delivery

Form 10 - Reflective Learning Journal

Unit 011

Manage learning and development in groups

UAN:	A/502/9550
Level:	Level 4
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS)
Assessment requirements	<p>Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 2, 3 & 4 in this unit require performance evidence of the candidate working with real learners in a genuine organisational context.</p> <p>The assessment of Learning Outcomes 2, 3 & 4 must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner's management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process.

Learning outcome
The learner will: 1. Understand the principles and practices of managing learning and development in groups
Assessment criteria
The learner can: 1.1 Analyse the characteristics of group environments that foster learning and development 1.2 Evaluate strategies to manage group behaviour and dynamics 1.3 Evaluate management techniques which facilitate the delivery of learning and development in groups 1.4 Analyse ways to involve learners in the management of their own learning and development in groups 1.5 Analyse risks to be considered when managing learning and development in groups 1.6 Explain how to manage barriers to individual learning in groups

Learning outcome
The learner will: 2. Be able to manage group learning and development environments
Assessment criteria
The learner can: 2.1 Facilitate communication, collaboration and learning between group members 2.2 Use motivational methods to engage the group and its individual members in the learning and development process 2.3 Consult with group members to adapt their learning and development environments to improve their learning outcomes 2.4 Manage the risks associated with group learning and development

Learning outcome
The learner will: 3. Be able to apply methodologies to manage learning and development in groups
Assessment criteria
The learner can: 3.1 Involve learners in agreeing group learning and development objectives 3.2 Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group 3.3 Manage group learning strategies and delivery methods to reflect changing requirements 3.4 Provide individual advice to learners to assist their decision-making about future learning needs

Learning outcome
The learner will: 4. Be able to manage learning and development in groups to comply with legal and organisational requirements
Assessment criteria
The learner can: 4.1 Support learner's rights in relation to equality, diversity and inclusion 4.2 Minimise risks to safety, health, wellbeing and security of learners 4.3 Manage confidentiality in relation to learners and the organisation 4.4 Maintain learning and development records in accordance with organisational procedures

Unit 011 Manage learning and development in groups

Supporting information

Assessment

Suggested Assessment Activities

This unit is part of the qualifications in Learning and Development (6318) and uses the same assessment strategy.

Evidence for learning outcomes 2, 3 & 4 must come from carrying out activities in a work environment in a genuine organisation. Simulations, projects or assignments are not allowed for these learning outcomes.

There must be valid authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 2 - Assessment front sheet and feedback record

Form 10 - Reflective Learning Journal

Unit 012

Principles of assessment in lifelong learning

UAN:	R/503/1241
Level:	Level 4
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to enable the practitioner to understand types and methods of assessment used in lifelong learning, ways to involve learners in the assessment process and the requirement to keep assessment records.

Learning outcome
The learner will: 1. Understand how types and methods of assessment are used in lifelong learning
Assessment criteria
The learner can: 1.1 Analyse how types of assessment are used in lifelong learning 1.2 Analyse how assessment methods are used in lifelong learning 1.3 Evaluate strengths and limitations of assessment methods to meet individual learner needs

Learning outcome
The learner will: 2. Understand how to involve learners in the assessment process
Assessment criteria
The learner can: 2.1 Evaluate how to involve the learner in the assessment process 2.2 Analyse the role of peer and self-assessment in the assessment process

Learning outcome
The learner will: 3. Understand requirements for keeping records of assessment in lifelong learning
Assessment criteria
The learner can: 3.1 Explain the need to keep records of assessment of learning 3.2 Summarise requirements for keeping records of assessment in an organisation

Unit 012 Principles of assessment in lifelong learning

Supporting information

Assessment

For this unit an exemplar assignment is available. Alternatively the suggested assessment activities below can be used.

Suggested Assessment Activities

1. Provide an account of good practice in assessment in lifelong learning. Your account must address all of the criteria for this unit with references to principles, professional values and practice. You may select effective ways of presenting your account. You must show evidence of reading, with clear references to sources.
2. Provide a reflective journal entry about what you have learned during this unit. This entry should record your reflections as you progress through your qualification. You should link your reflections to reading, principles, theories and professional values as relevant.

Guidance

No word count is provided for this unit. Careful planning is recommended as a basis for concise evidence.

Forms

The following forms should be used and are provided in **Appendix 3**:

Form 2 - Assessment front sheet and feedback record

Form 10 - Reflective Learning Journal



Appendix 1 Relationships to other qualifications

Links to other qualifications

This qualification was developed as a result of a review of the 2007 version of PTLLS. It has a credit value of 12, whereas the 2007 version was worth 6 credits. It is available at levels 3 and 4. It is not necessary for holders of the 6 credit award to update, or claim Recognition of Prior Learning. Arrangements will be made for progression in both cases.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

PTLLS is the first unit of each the below qualifications:

- Certificate in teaching in the Lifelong Learning Sector (CTLLS) – levels 3 & 4
- Diploma in teaching in the Lifelong Learning Sector (DTLLS) – level 5

Literacy, language, numeracy and ICT skills development

These qualifications require that all learners undertake an initial assessment of their personal skills in literacy, language, numeracy and ICT. This assessment should inform the development of an individual action plan for the future development of these skills. There is no specified level of personal skills for entry to these qualifications, although some learners may need to consider improvements before embarking upon PTLLS.

Level 2 personal skills are a requirement for Professional Formation after completion of CTLLS, or DTLLS.



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate learners on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Appendix 3 Forms

Centres and learners should use the following forms in order to record evidence for the Level 3/Level 4 Award in Preparing to Teach in the Lifelong Learning Sector. Some forms are mandatory as follows:

Form 1: Record of achievement form

This form is mandatory and should be used once for each qualification achieved.

Form 2: Assessment front sheet and feedback record PTLLS Level 3/4

This form is mandatory for units 001, 002, 004, 005, 006, 007, 008, 009, 011, 012

Form 3: Session Plan

This form should be used for units 002, 003 009 and 010.

Form 4: Self Evaluation of Session Plan

This form should be used for units 003 and 010

Form 5: PTLLS Observation Record

This form should be used for units 003 and 010

Form 6: Self evaluation – Micro-teaching/teaching practice delivery

This form should be used for units 003 and 010

Form 7: Peer group evaluation and feedback – Micro-teaching/teaching practice delivery

This form should be used for units 003 and 010.

Form 8: Summative profile and action plan

This form is to be completed at the end of the course programme on completion of 12 credits.

Form 9: Professional Discussion

This form should be used for unit 006

Form 10: Reflective Learning Journal

This form should be used for all units

Learners must sign all forms used. In doing so they are confirming that all work submitted is their own. Tutors/Assessors should also sign each of the forms used along with the Internal Quality Assurer and the External Quality Assurer if the work is sampled.

Form 1 Record of achievement

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

Learner name		Enrolment number	
Centre name		Centre number	

Units	Credit value	Pass/Refer	IQA signature and date (if sampled)	EQA signature and date (if sampled)
001 Roles, responsibilities and relationships in lifelong learning (Level 3)	3			
002 Understanding inclusive learning and teaching in lifelong learning (Level 3)	3			
003 Using inclusive learning and teaching approaches in lifelong learning (Level 3)	3			
004 Facilitate learning and development in groups (Level 3)	6			
005 Facilitate learning and development for individuals (Level 3)	6			
006 Understanding the principles and practices of assessment (Level 3)	3			
007 Principles of assessment in lifelong learning (Level 3)	3			
Total credit value for the achievement of the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (6302)	12			

Name of Tutor/Assessor		Signature	
Name of Subject Mentor		Signature	
Name of IQA (if sampled)		Signature	
Name of EQA (if sampled)		Signature	

Form 1 Record of achievement

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

Learner name		Enrolment number	
Centre name		Centre number	

Note: A minimum of 9 credits must come from Level 4

Units	Credit value	Pass/Refer	IQA signature and date (if sampled)	EQA signature and date (if sampled)
001 Roles, responsibilities and relationships in lifelong learning (Level 3)	3			
002 Understanding inclusive learning and teaching in lifelong learning (Level 3)	3			
006 Understanding the principles and practices of assessment (Level 3)	3			
007 Principles of assessment in lifelong learning (Level 3)	3			
008 Roles, responsibilities and relationships in lifelong learning (Level 4)	3			
009 Understanding inclusive learning and teaching in lifelong learning (Level 4)	3			
010 Using inclusive learning and teaching approaches in lifelong learning (Level 4)	3			
011 Manage learning and development in groups (Level 4)	6			
012 Principles of assessment in lifelong learning (Level 4)	3			
Total credit value for the achievement of the Award in Preparing to Teach in the Lifelong Learning Sector (6302)	12			

Name of Tutor/Assessor		Signature	
Name of Subject Mentor		Signature	
Name of IQA (if sampled)		Signature	
Name of EQA (if sampled)		Signature	

Form 2

Assessment front sheet and feedback record

PTLLS Level 3/4

This form is mandatory

Theory Assessment No: _____

Learner name: _____

Enrolment number: _____

Date issued: _____

Date submitted: _____

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

Learner signature: _____

Date: _____

Feedback:

Continue on a separate sheet if necessary, see overleaf

Tutor/Assessor/Marker and IQA's signatures (IQA if sampled) must be appear on the following page.

Feedback:
(Continued from previous page)

Marker/Tutor/Assessor name:	_____	Grade	_____	Date	_____
Resubmission date (if referred):	_____	Grade	_____	Date	_____
IQA's name (if sampled)	_____			Date	_____

Form 3

Session Plan

This form should be used for units 003 and 010

Teacher: _____ **Location:** _____ **Date:** _____

Topic: _____ **Start Time:** _____ **End Time :** _____

Aim:

Timing	Objectives/Outcomes The learner will:	Teacher Activities	Learner Activities	Resources	Assessment

Justification of approaches to learning:

Form 4

Self-evaluation of Session Plan

Strengths	Areas for development	Action and improvements required

Form 5

PTLLS Observation Record

Name of Learner: _____ Date: _____

Name of Observer: _____ Date: _____

Aim of session (as on session plan) _____ Length of session: _____

A total minimum of 15 minutes of micro-teaching/teaching practice must be observed Length of observation: _____

Comments	References to criteria

Development suggestions

Observer signature: _____ Name: _____ Date: _____

Learner signature: _____ Name: _____ Date: _____

Form 6 Self-evaluation
Micro-teaching/teaching practice delivery

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

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

Strengths:

Areas for development:

Action required to improve the same session for the future:

Name: _____ **Date:** _____

Learner signature: _____

Form 7 Peer group evaluation and feedback

Micro-teaching/teaching practice delivery

Session date:

Delivered by:

Title of session:

Length of session:

Strengths:

Areas for development:

Action required to improve the same session for the future:

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

Name:

Date:

Signature:

Form 8

Summative profile and action plan

This form is to be completed at the end of the course programme on completion of 12 credits.

Learner Name: _____ **Date:** _____

Tutor Name: _____

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

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

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

Name: _____ **Date:** _____

Signature: _____

Learner Name: _____

Qualification: _____

Assessor Name: _____

Areas to be covered with the discussion	Assessment criteria

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

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

Start time: _____

Finish time: _____

**Reference
(if recording used)**

Start reference: _____

End reference: _____

The above is an accurate record of the discussion.

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

**Internal Quality
Assurer signature
(if sampled:**

Date: _____

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

Analysis of challenges that I faced in unit/task:

How I dealt with this, and why I took this approach:

What went well and why:

What I need to do to improve and how I plan to do this:

Learner signature: _____

Date: _____

Assessor feedback:

City & Guilds
Believe you can



www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

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F: +44 (0)20 7294 2413

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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

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