

# Certificate in Further Education Teaching (7407) Level 4 Guidance and units



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**Certificate in Further Education  
Teaching (7407) Level 4  
Guidance and units  
Stage One**

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## Stage One

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## Candidate questionnaire for entry to the Certificate in Further Education Teaching

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### Is this qualification right for me?

It is for:

- those working full and part time as teachers in further, community or adult education and basic skills
- those starting out in post-16 education and training who have access to the minimum teaching hours required for the certificate
- those working in the post-16 sector who deliver vocational learning to groups in a range of teaching situations.

If you can answer 'yes' to the following three questions, it is likely that the award may be appropriate for you.

Do you have a substantial teaching and training role delivering learning to groups?

yes no

Do you regularly deliver or are you about to deliver a minimum of 20 hours teaching in one of the contexts above?

yes no

Do you have subject-specific qualifications and/or experience in the subject in which you teach?

yes no

If you answered 'no' to any of these questions, this is probably not the right qualification for you, but one of our related qualifications may be appropriate. These are listed in Appendix E.

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### Do I need to do all stages of the qualification or can I gain exemption from any stage or stages?

As these certificates are at Level 4/HE1 and are aligned to the Further Educational National Training Organisation (FENTO) standards, exemption is unlikely as you will probably not have a qualification that directly equates with this award.

However, if you can answer 'yes' to the following questions, it would be worthwhile discussing exemption with your centre.

Do you hold a certificate/certificates for one or more stages of a FENTO-endorsed qualification at Level 4 from another awarding body? yes no

If the answer is 'yes', you will need to show evidence of your certification.

Do you have experience or hold teaching awards at Level 3? yes no

If the answer is 'yes', you should explore accreditation of prior learning and experience (APL/APEL) with your centre. You will need to present evidence of your learning and practice to show you have covered all of the standards for which APL/APEL is claimed, which will include learning and teaching at Level 4/HE1. The evidence that you provide will be assessed against award requirements. The centre will advise you and provide information on what you may need to do to gain full credit.

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## Overview of the 7407 Certificate in Further Education Teaching: Stages One, Two and Three

	Stage One	Stage Two	Stage Three
<b>Total minimum number of hours of study and practice</b>	65	130	180
<b>Minimum number of study hours (not including tutorial/support time)</b>	45	90	120
<b>Number of required teaching practice hours</b>	20	40	60
<b>Minimum observed and assessed teaching practice of at least 1 hour's duration</b>	<ul style="list-style-type: none"> <li>• 2 tutor observations</li> <li>• 1 observation by an experienced and qualified subject teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 2 tutor observations</li> <li>• 2 observations by an experienced and qualified subject teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 3 tutor observations (2 for candidates completing all 3 stages)</li> <li>• 2 observations by an experienced and qualified subject teacher</li> </ul>
<b>Units</b>	8	10	10
<b>Candidates</b>	Must be teaching in the post-16 sector		
<b>Assessment guidance</b>	Each unit has been mapped to the appropriate parts of the FENTO standards		
<b>Professional development journal/reflective practice</b>	A professional development journal to show personal reflection and evidence of reflective practice		
<b>Summative profile</b>	Summarises the FENTO knowledge and skills		
<b>Quality assurance</b>	Moderation		

# Part 1: Guidance

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## 1 Introduction to the Level 4 Certificate in Further Education Teaching

This guidance provides centres with recommendations for delivering and managing the City & Guilds Level 4 Certificate in Further Education Teaching. This is a three-stage programme, with Stages One, Two and Three together making up the full Certificate. Each stage is a qualification in its own right, and candidates may complete one or more stages according to their needs. These awards are endorsed by FENTO (the Further Educational National Training Organisation; see section 2 below). An overview of the full certificate is provided at the start of this document.

The certificate is designed for full-time and part-time teachers who are practising or starting out in post-16 education and training. We would recommend that potential candidates hold a professional qualification in the area in which they wish to teach at least one level higher than those they will be teaching. Appropriate levels of achievement in Key Skills may also be used on entry (see Appendix B).

In general terms, this award is aimed at:

- full- and part-time teachers in further, community or adult education and basic skills (shortened hereafter to 'Further Education' or 'FE' for ease of reference)
- those starting out in post-16 education and training who have access to the minimum teaching hours required for the certificate
- those working in the post-16 sector who deliver vocational learning to groups.

The questionnaire at the start of this document should help candidates determine if this is the right qualification for them.

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## 2 Further Education teaching and training leading to FENTO based qualifications

Endorsed by FENTO, the lead body for the development, quality assurance and promotion of national standards for the Further Education sector, the City & Guilds Level 4 Certificate in Further Education Teaching is built on FENTO standards and the values that inform them.

The underlying values are:

- reflective practice and scholarship
- collegiality and collaboration
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

The standards consist of the three main elements:

- professional knowledge
- skills and attributes
- key areas of teaching.



The key areas of teaching are identified as:

- assessing learners' needs
- planning and preparing teaching and learning programmes for groups and individuals
- developing and using a range of teaching and learning techniques
- managing the learning process
- providing learners with support
- assessing the outcomes of learning and learners' achievements
- reflecting upon and evaluating one's own performance and planning future practice
- meeting professional requirements. (This underpinning competence supports and informs all other processes).

(See Appendix A for the full text of the FENTO standards; and Appendix F, which maps the units that comprise this qualification to the FENTO standards.)

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### 3 Overview of Stage One requirements

The guidance and units provided in this document specifically cover Stage One of the qualification. (Guidance and units for Stages Two and Three are also available from City & Guilds.)

Stage One comprises the eight units numbered 101 – 108 which are set out in detail in the second part of this document. Candidates will be awarded a Certificate of Unit Credit for each unit successfully completed. The award of the City & Guilds Certificate in Further Education Teaching (Stage One) will depend on candidates successfully completing all eight units.

All candidates must be registered within four weeks of the start of the course through a City & Guilds centre approved to offer this qualification. (For details of centre approval, see section 16 below.)

Candidates will participate in a programme of guided study for a minimum of 45 hours. In addition a minimum of 20 hours of teaching or training must be recorded and documented during the programme for Stage One. Each candidate's teaching must be observed by the programme tutor on at least two occasions and by an experienced and qualified subject teacher on at least one occasion. The minimum length of any teaching practice session observed by the tutor or subject teacher must be one hour. The teaching observation record must include session/lesson plans and an indication by the tutor or subject teacher of whether the teaching practice was satisfactory.

Candidates are required to organise their work in a systematic way and should aim to produce course files as follows:

**Teaching file** containing:

- session plans
- record of teaching hours with supporting documentation
- satisfactory teaching observation records

**Professional development file** containing:

- assignments
- professional development journal (PDJ; see section 10 below)
- summative profile.

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## 4 Purpose of the scheme

The purpose of the scheme is to provide a thorough preparation for Further Education teaching. Already established nationally as the foremost qualification for teachers in post-compulsory education and training, it is intended as a qualification which will equip a wide range of teachers to support learners.

This qualification has been informed by the Quality Assurance Agency for Higher Education (QAA) framework for higher education qualifications in England, Wales and Northern Ireland. This requires candidates to demonstrate:

- knowledge of the underlying concepts and principles associated with their area(s) of study and an ability to evaluate and interpret these within the post-16 sector
- an ability to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of FE.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.

They will also have qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility (see Appendix K for additional guidance on level outcomes).

Specifically, the scheme is designed to enable candidates to:

- adopt an integrative approach to the theory and practice of teaching and training
- build up knowledge of principles of learning, teaching and assessment and evaluation
- analyse their students' abilities, potential and learning needs
- apply a range of methods and techniques of teaching, learning, assessment and evaluation, exploring such innovative approaches as may be appropriate
- design, organise and evaluate teaching and learning programmes
- adopt an innovative approach to collecting and using a wide range of teaching and learning resources, including developing their own skills in the use of Information Technology
- reflect on their own experience, practice, skills and potential for development
- develop their own communication and inter-personal skills
- develop an awareness of their professional role, the essential value systems which underpin it and the legal requirements for carrying out that role.

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## 5 Scheme structure

Delivery of the qualification will vary and should take account of candidates' needs. It may include:

- intensive modular approaches providing they meet the minimum hours required. These modules could be structured to facilitate claims for CATS (credit accumulation transfer) points
  - Stage 1 – 15 CATS points
  - Stage 2 – 45 CATS points
  - Stage 3 – 60 CATS points(This is an example and points may vary between institutions. Centres should note that candidates who gain exemption from Stage One and complete only Stage Two may not have sufficient CATS points to gain entry to a Certificate in Education programme at a university.)
- distance learning modes, using self-learning packages
- weekend attendance plus work based tutorials
- parts of the scheme achieved by flexi-study.

A feature already in evidence in some centres is the growing use of computer-based training, including the Internet. As the scheme encourages innovative practice, the use of an approach combining face-to-face tuition, computer-assisted learning and distance learning is to be encouraged.

To ensure quality, the minimum requirement of 45 hours of study and 20 hours of teaching practice for Stage One is an essential element which must be undertaken and supervised whatever the mode of delivery, and which should apply to the many variations in organisation of the Certificate in Further Education Teaching which may exist.

As far as possible the units have been expressed in a standard format which fits with QCA (Qualifications and Curriculum Authority) Design Principles for Higher Level Vocational Qualifications. Each unit comprises:

- **unit title:** based on FENTO Key Areas
- **unit summary:** summarises the aspects of the FENTO standards that are covered by the unit
- **unit aims:** the key areas of teaching covered by the unit
- **ability outcomes:** what the candidate should be able to do on completion of the unit
- **indicative content:** describes the key knowledge/understanding for each outcome identified in the unit and forms the basis for the development of a scheme of work
- **FENTO standards covered in the unit:** a more detailed grid showing the aspects of the FENTO standards that are covered by the unit
- **teaching and learning strategies:** a selection of strategies which may be used by tutors in the delivery of the unit
- **assessment:** the means by which the candidate will be assessed, in the form of an assignment. Also gives an indication of possible links between the assignments
- **underpinning values of the FENTO standards:** shows which FENTO values are particularly reflected in the unit/assignment. (Refer to Appendix A for a description of the values. 'Research and referencing' and 'ethical issues' are embedded within the FENTO value of 'Reflective practice and scholarship')
- **indicative reading:** a selection of recommended introductory texts relevant to the unit.

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## 6 Course planning and delivery

In delivering the qualification, a clear link is expected to be made between process and practice. The relationship between the content of the unit and the demands made on the individual by their existing or future job should also be evident.

As long as the indicative content and assessment requirements of the units are met, tutors/lecturers can design the course delivery in any way they feel will meet the needs of their candidates as individuals, and as agreed by the External Moderator. Centres should consider the following aspects in order to assist in the effective delivery and management of the course:

- delivery, structure and content, and assessment methods to be used to meet the course requirements, including, where appropriate, how units can be linked
- resources required for preparing, implementing and managing the course
- review procedures to ensure that the course meets the needs of ever-changing professional practice
- learning needs of individual learners, and the provision of support and guidance
- course design and delivery to reflect the balance of knowledge and skills of the professional environment by integrating theory and practice in a holistic way to support the learning process
- opportunities to develop learning contracts that are mutually built and agreed by learners and tutors to address learning barriers, blocks or issues
- learning activities that meet the aims and outcomes of the course and that cover the FENTO standards
- liaison with stakeholders to ensure a relevant mode of delivery which maximises access and social inclusion and meets the needs of the candidates and the institution.

In addition:

- **guidance on resources:** centres must have an adequate learning environment and designated room for course delivery; candidates must have access to resources that reflect the Level 4 nature of the award. Centres must provide library facilities and access to a range of appropriate reading materials, such as books and journals, which support the indicative content of the award, together with access to up-to-date information technology. (See 'Indicative reading' within each unit and also Appendix G Resource list.)
- **guidance on staffing:** tutors for this award at Level 4 must hold a Cert Ed/equivalent qualification and have at least two years experience of teaching similar programmes. If the teaching team includes members selected on the basis of experience or specific expertise, their skills must be balanced by others within the team who hold a Cert Ed/equivalent qualification. Any unqualified members of the team must consider CPD (continued professional development) to obtain an appropriate teaching qualification. It is good practice to include external experts/specialists as speakers to enhance the learning experience, and centres are encouraged to do so where possible.

There are opportunities for aspects of Key Skills to be covered as appropriate throughout the teaching programme. These are: Communication Skills, Application of Number, Information Technology, Working with Others, Improving own Learning and Problem Solving (See the Key Skills signposting at Appendix B.)

It is essential that candidates and tutors/lecturers are aware of health and safety considerations at all times. The need to ensure that candidates preserve the health and safety of others as well as themselves should be emphasised.

It is recommended that centres cover the following in the delivery of the course where appropriate:

- equal opportunities
- spiritual, moral, social and cultural issues
- environmental education
- European dimension.

### Initial assessment

Candidates are likely to come from a variety of backgrounds, in that they will have had different education, training and work experiences, and they will also have differing ambitions and opportunities. Prior to candidates being accepted on the course tutors/lecturers must:

- conduct a sufficiently rigorous initial assessment for each candidate, so that prior learning and experience can be established and assessment strategies agreed (this must be recorded as the individual's initial assessment plan)
- consider the best approaches to learning for each candidate; this might include additional study or support prior to coming on the course or direction to an alternative learning programme.

Tutors/lecturers need to make these judgements by referring to the requirements of the awards. The initial assessment plan should record:

- prior learning and experience
- the type of course appropriate for the candidate
- the candidate's preferred learning style
- Key Skills strengths and weaknesses
- appropriateness of using open or distance learning
- a target date for completion of the award
- links to employer's training programme
- tutorial/study skills support as required
- the context and range of teaching opportunities that will be accessed.

**Note:** Some candidates may teach both adults and the 14-16 age group. This qualification is for those working in the post-16 education and training sector, and therefore the majority of their teaching must be demonstrated within that context.

When selecting approaches to learning and locations, tutors/lecturers should consider the result of the initial assessment as well as the availability and suitability of open or distance learning materials and other resources, or co-operative working with other centres.

Effective communication between the tutor and candidate is a key component of successful delivery. It is important that candidates know, for each assignment or activity, its purpose, the knowledge and skills required and the criteria for success. In addition, candidates should receive regular constructive feedback on their progress and achievement and also be provided with the opportunity to comment on their progress and the course from their own personal perspective.

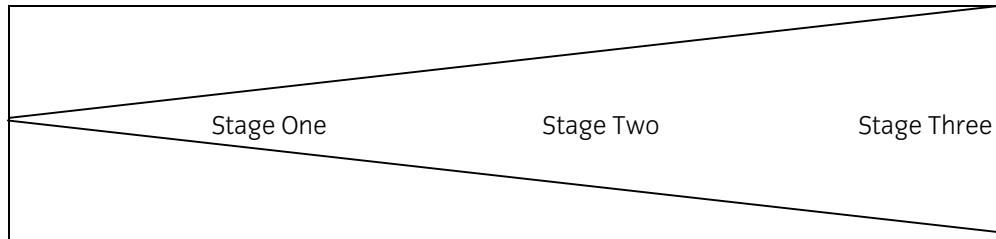
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### Guidance on producing assignments at Level 4

Candidates need to demonstrate in their assignments at all three stages a depth of knowledge and understanding appropriate to a Level 4/HE1 qualification. This should be reflected in:

- the relationship between the candidate's learning and practice
- evidence of research and reading relating to their programme of study, which is appropriately referenced and attributed (the Harvard system of citing references is preferred)
- the submission of well-prepared unit assignments of at least the minimum number of words. As a guide, each assignment is expected to be a minimum of 1,000 and not exceeding 2,000 words, except where stated in the assessment criteria. Where assignments are linked, the minimum number of words will be adjusted to reflect overlap between the different assignments' content.

While Stages One, Two and Three of the certificate are all Level 4/HE1 awards, and assignments are required to reflect this, centre teams need to be aware that there should be clear progression between the stages. As candidates progress to the next stage they will be broadening their knowledge of various aspects of teaching. For example, initial assessment is covered in all three stages, but the depth and breadth of knowledge and skills increase at each stage. The diagram below illustrates this development process.



*Broadening of FENTO coverage and breadth of study*

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## 7 Entry requirements

The Certificate in Further Education Teaching has been designed primarily for those in work, or with access to appropriate work experience. In order to achieve their full potential given the high level of understanding and skills needed, it is important that candidates have demonstrated the aptitude and potential to study and achieve at Level/HE1 prior to being accepted on the course. This would include a good command of written and spoken English.

Candidates must be appropriately qualified/experienced in the subject and for the level that they are teaching. The validity of any claims relating to qualifications/experience must be checked and recorded before candidates start the course.

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### Accreditation of Prior Learning and Experience (APL/APEL)

Centres should consider evidence presented by candidates which demonstrates previous coverage of the relevant FENTO standards, and which is still current and valid. Some candidates may seek exemption from one or more stages or parts of stages on the basis APL/APEL. As the City & Guilds Certificate is at Level 4/HE1 and is aligned to FENTO standards, it is unlikely that candidates will hold awards that directly equate. Evidence must be provided that the coverage of the standards for which APL/APEL is sought has been at Level 4/HE1 as a minimum. Where a candidate can demonstrate full or partial coverage of the standards via a Level 3 qualification, they will need to demonstrate, through additional evidence, that their performance is at Level 4/HE1. Where a learner has not covered all the standards for which APL/APEL is claimed, additional work must be completed prior to enrolment on the programme.

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## 8 Registration and certification process

Candidates must be registered within four weeks of the start of the programme. Centres should submit registrations via the Walled Garden (the City & Guilds electronic administration service for centres) or on Form S (Registration), under scheme/complex number 7407-01 for Stage One. As certificates are prepared directly from registration details, it is essential that they are correct. (Where candidates are being registered for the full Certificate, comprised of three stages, the scheme/complex number 7407-04 should be used. Where candidates are being registered for individual Stage One units, the scheme/complex number 7407-91 plus the unit number should be used.)

On receipt of registration via the Walled Garden or on Form S, City & Guilds will dispatch to the centre details of registration. Centres should retain a copy of the completed forms and details of registration until certificates are received.

When assignments have been successfully completed, candidate results should be submitted via the Walled Garden or on Form S (Results submission).

Candidates achieving one or more assessment components (see section 9) will receive a Certificate of Unit Credit listing the assessment components achieved. Candidates achieving all eight units required for Stage One will, in addition, be issued a Stage One Certificate. (Candidates achieving the number and combination of assessment components required for Stages One, Two and Three will be issued the full Certificate.)

Certificates will not be processed by City & Guilds until internal and external moderation processes are complete.



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## 9 Assessment components

Candidates who successfully complete Units 101 – 108 detailed below will be awarded the City & Guilds Level 4 Certificate in Further Education Teaching (Stage One), endorsed by FENTO. The Stage One Certificate would also contribute towards application for Licentiate Membership of City & Guilds.

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<b>Unit number</b>	<b>Unit title</b>	<b>Assessment components</b>	<b>Registration</b>
Unit 101	Assess learners' needs	Assignment 101	7407-01-101
			7407-04-101
			7407-91-101
Unit 102	Session plan and teaching	Assignment 102	7407-01-102
			7407-04-102
			7407-91-102
Unit 103	Teaching and learning activities	Assignment 103	7407-01-103
			7407-04-103
			7407-91-103
Unit 104	Select resources	Assignment 104	7407-01-104
			7407-04-104
			7407-91-104
Unit 105	Learner support	Assignment 105	7407-01-105
			7407-04-105
			7407-91-105
Unit 106	Assessment activity	Assignment 106	7407-01-106
			7407-04-106
			7407-91-106
Unit 107	Self-evaluation	Assignment 107	7407-01-107
			7407-04-107
			7407-91-107
Unit 108	Observe a teacher	Assignment 108	7407-01-108
			7407-04-108
			7407-91-108

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*Note:*

The scheme/complex number 01 should be used to register candidates for the Stage One award. The scheme/complex number 04 should be used to register candidates for the full Certificate, which is comprised of three stages. The scheme/complex number 91 should be used to register a candidate for individual units of the Stage One award.

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## 10 Assessment procedures

Assessment of the candidates' achievement for Units 101 –108 will be the responsibility of a designated tutor, assisted in many centres by a tutorial team. Further assistance may be sought from mentors, specialists and other appropriately experienced and qualified personnel, but subject to final assessment by the tutor. The tutor's role will include:

- ensuring that each candidate is fully briefed on the requirements
- providing guidance and support to candidates on the assessment requirements for each unit
- assessing the extent to which each candidate's work demonstrates that the assessment requirements have been met
- providing each candidate with prompt, accurate and constructive feedback
- keeping accurate and legible records
- meeting with the co-ordinator and other tutors to monitor, agree and maintain standards
- second marking allocated assignments.

**Note:** Where mentors or other specialists are used to carry out observations of practical teaching, they must hold a teaching qualification or receive training prior to carrying out any observations.

The assignment assessment sheet (see Appendix L) must be completed for each assignment. Where a centre chooses to use another form, this must contain the same information and be agreed by the External Moderator prior to use. Centres that wish to use their own forms must still complete the administration details at the top of the assignment assessment sheet and the assessment decision section at the bottom of the page. This must be attached to the assignment together with the centre's own form.

Assignments provided are mandatory and alternatives are not acceptable. (Full unit assignment details are given in the second part of this document). All of the eight units are of equal value in terms of final certification. Centres must not change assignment wording, however assignments may be linked. All assignments are based on:  
a the underpinning values, attributes and skills of the FENTO standards and  
b the eight key areas of teaching within the FENTO standards.

Each assignment is designed to help candidates demonstrate that they have met the ability outcomes. In addition, Unit 107 synoptically covers the personal skills and attributes and the generic knowledge of the FENTO standards. The emphasis is on real activities which provide high-level evidence of teaching capacity.

Assignments may be combined, however, centres must continue to mark assignments individually for sampling by the Internal and External Moderators and for unit certification purposes. Examples are of Stage One assignments that may lend themselves to being linked are 102, 103 and 104. This is not mandatory, but External Moderators will be pleased to see evidence that centres are delivering teaching in a more holistic way.

Candidates are also required to keep a **professional development journal** (PDJ). The PDJ is a reflective journal recording:

- what candidates have learned
- critical incidents and their personal responses to them
- their experiences in the classroom
- how the learning on the programme has informed changes in their attitudes, behaviour and practice.

Candidates should also highlight how they have met the FENTO values, namely:

- reflective practice and scholarship
- collegiality and collaboration
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

City & Guilds recommends that centres devise an internal policy for the deferral of candidates' work.

- **Extenuating/mitigating circumstances**

Where candidates have had to face very serious difficulties which have affected their study, these circumstances need to be over and above what might be deemed the normal demands and stresses of everyday life.

- **Deferral**

This should be awarded when a candidate has not achieved a unit but has valid reasons for not having done so, as stated in extenuating/mitigating circumstances above. The centre may allow a 'deferral' in the unit so that the candidate can take the assessment for that unit again as if for the first time.

- **Referral**

For candidates who do not achieve a unit at the first attempt, their result is usually deemed a 'refer'. This means that the candidate can have another attempt at the assessment. Candidates are advised to produce a first draft of their assignments for approval, advice and guidance by their tutor prior to submitting them for final assessment. An assignment may only be referred once before it is deemed to be a fail.

**Note:** Where candidates fail Stage One at the first attempt, or are referred for additional work prior to resubmission, it is advised that centres review progress with candidates carefully before progressing to Stage Two to ensure that they have the potential to achieve.

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## 11 Appeals

This section relates to appeals against results from assessment of work.

It is a condition of centre approval that all centres must ensure that there is an appeals procedure available to candidates. The appeals procedure documentation must be included in the documentation sent to City & Guilds in the scheme approval submission.

If a candidate appeals against the result of the assessment, the course tutor and the programme director should try to resolve the problem in the first instance. If, however, the problem cannot be satisfactorily resolved, the External Moderator should be approached to offer independent advice. All appeals must be clearly documented by the centre co-ordinator and made available to the External Moderator and/or City & Guilds as appropriate.

City & Guilds will not enter into direct correspondence with the individual candidates concerning the results of their assessments unless they wish to appeal formally to City & Guilds regarding assessment decisions using the designated procedures. All appeals must be made to City & Guilds Head of Quality Services. Applications should be made as soon as possible after the assessment concerned and, at the latest, within three months of the issue of results. (The formal appeals procedure is attached at Appendix D.)

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## 12 Internal Moderation

The centre must carry out an Internal Moderation which includes the double marking of at least one piece of work by each candidate. The second marker will be another person in the team who will sample, by independently marking a piece of work and comparing their assessment decisions with that of the primary marking tutor. Appropriate feedback should be provided to first markers where necessary. (See also section 14)

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## 13 External Moderation

External Moderation visits for the Level 4 Certificate in Further Education Teaching will be separate from other award visits. The External Moderator will:

- monitor centre practice and quality procedures, including ensuring that documentation meets City & Guilds requirements, that the correct assessment procedures are followed and that Internal Moderation is carried out
- ensure delivery and resources are appropriate
- monitor teaching practice observations, assessment and feedback
- ensure assessment decisions are consistently accurate
- confirm assessment of candidates at each stage of the award at the end of that stage
- provide centres with advice and share good practice.

All centres will be visited on two occasions per year (and some centres will have a third visit). In addition to centre visits the External Moderator may carry out remote monitoring; this is likely where there is a large throughput of candidates or cohorts for a particular stage, in a single year.

Visits regarding quality checks will usually be concerned with more than one stage.

In the **first quality check** the External Moderator will monitor:

- compliance with centre approval criteria (See section 16 below and Appendix J)
- coverage of FENTO standards
- programme of delivery, schemes of work and lesson plans
- APL/APEL records
- appropriate assessment practice and standards
- observation of practical teaching and feedback (including arrangements for, and records showing, teaching practice for each candidate)
- internal quality assurance (see section 14 below), including plans to second mark and to sample:
  - a all candidates for each student group
  - b all units
  - c all forms of assessed work
  - d all tutors over a period of time
  - e practical teaching through brief observation of assessment and feedback to ensure the appropriate assessment activity is taking place.

The main purpose of the **second quality check** (which will not necessarily be the second visit) will be to confirm the results of candidates. The External Moderator will check:

- any action points from the first visit
- that Internal Moderation has been carried out as planned, including that a piece of every candidate's work has been sampled by a second marker and that appropriate feedback has been provided where necessary

### Note:

- centres must provide all candidate work for the External Moderator's inspection
- the moderator will re-mark candidates' work without seeing previous marking decisions and feedback
- the work of each student group, completing each stage, will be externally moderated. It is advisable for External Moderators to sign Form S.
- sampling must take into consideration all the variable factors listed below and should, for efficiency's sake, be the smallest sample size possible that covers all factors. The sample must include:
  - a all units

- b all assessors (and all sites if applicable)
- c candidates at a range of abilities
- d all borderline candidates.

The External Moderator will agree the results with the centre in one of the following ways:

- candidate results are approved
- candidate results must be amended as indicated
- assessment is not agreed and a further sample must be submitted
- assessment is not agreed and a further visit or a remote monitoring sample will be made.

Where a candidate's work is referred or failed by the External Moderator the centre will need to re-mark the work of the assessor who marked that cohort. Likewise re-marking will also be necessary should a candidate's work be failed or referred by the centre and passed by the External Moderator.

Candidates are entitled to challenge both individual assessments and the overall assessment, which are subject to the conditions laid out in the appeals procedure set out in Appendix D.

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## 14 Internal quality assurance and standardisation

### Internal quality assurance

Quality assurance refers to the way in which assessment decisions and quality procedures are monitored. Internal quality assurance is a requirement for all City & Guilds awards. Centres are required to set up systems and appoint appropriately qualified people to carry out this important function.

The quality assurance arrangements should include:

- monitoring the delivery of the programme
- monitoring the review of the programme
- planning and recording of continuing professional development for each member of staff
- systems for recording candidate details, progress and achievement; communication within the team, and with City & Guilds
- a strategy for ensuring consistency of assessment decisions through standardisation/moderation
- review and evaluation procedures – including contributions from candidates, staff, sponsors and action taken to pursue continuous improvement.

---

### Internal standardisation

Internal standardisation is an important part of the centre's quality assurance arrangements. Centres are required to show that all assessment is carried out in a similar way and to an equivalent standard across all staff carrying out assessments.

City & Guilds will require evidence of the internal standardisation process. This evidence will be in the form of records of decisions and discussions at meetings; marked candidate assignments and related assessment records.

A person should be nominated who co-ordinates the internal quality assurance arrangements. This person will

- hold a list of all current tutors and assessors
- ensure all assessors are working to the same standard
- co-ordinate regular quality assurance meetings
- ensure the marking of all assessors is sampled and standardised
- ensure regular sampling of the assessment decisions of all assessors
- maintain records of sampling and standardisation
- use reference and archived assignments to help fix the standard of marking at the centre

- contribute to the evaluation and development of the quality assurance of assessment process
- liaise with the External Moderator
- be required to attend external standardisation events arranged by City & Guilds.

**Note:** Any changes to the course team must be submitted, using Form APU, together with a relevant CV and photocopies of appropriate qualifications for each additional team member, prior to commencing their role on the award programme.

Before marking, assessors should undertake a trial marking exercise of common assignments. This exercise is designed to enable assessors to agree a standard prior to marking the bulk of candidates' work. This exercise should be repeated at an appropriate stage during the course.

In all cases where there is more than one assessor marking assignments for a particular part of the course, the centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark.

A sample of assessment decisions for each assessor should be re-marked by an assessor independent of the candidate (see also section 12). Where the re-marking of the sample reveals discrepancies, appropriate adjustments must be made to the assessment decisions of all candidates whose assignments were initially marked by any assessor whose marking does not align with the standard. This may include re-marking all the assignments marked by the assessor that are out of line with expected practice.

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### **Marking assignments**

Assessors must follow the requirements of the specifications and assessment criteria and assessment guidance (see section 6 and Appendix K). Decisions must be made in accordance with the assessment criteria for the assignment. The assessor must show clearly how the decisions have been made in relation to the assessment criteria. This approach will be useful to the candidate, facilitate the centre's standardisation process and enable the moderator to check assessor judgements against the criteria. The assessor's decisions must reflect the candidate's attainment.

Assessors must comment on the candidate's work, showing how the assessor made judgements that the candidate met the assessment criteria and level achieved, and why.

Centres must provide advice to assessors on marking and how to comment on candidates' work. Centre staff must use the City & Guilds 7407 Assignment Assessment Sheet and Assignment Moderation Sheet (see Appendix L), unless previously agreed with the External Moderator. Key evidence can be highlighted throughout the assignment either in the margin or the text. Comments on the assignment should reflect positive achievement as well as observations on where improvements could be made.

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### **Authenticity statement**

Centres must require candidates to confirm that the work presented for assessment is their own work.

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## 15 External standardisation

Standardisation events will take place between October of one year and June of the next. They will be held on a regional/national basis on the same planned and agreed weeks in each region/nation and run by the Lead Verifier or Lead Moderator for the Level 4 Certificate in Further Education Training. There will be a separate standardisation event for each award stage and this will be attended by the regional/national team of External Moderators, together with course tutors from a number of centres within that region/nation.

- Stage One, October – December
- Stage Two, January – March
- Stage Three, March – June

Centres will be advised of the date of their regional/national events within this framework. Centres will be requested to take candidates' work to the regional/national standardisation meetings for the relevant award stage. Each sample of a candidate's work must have attached both the Assignment Assessment Sheet and the Assignment Moderation Sheet (see Appendix L).

A report will be generated from each standardisation event and sent to the City & Guilds manager of the award.

The Chief Moderator and Lead Moderators will meet with the City & Guilds award manager once a year to review and evaluate the award in light of feedback from:

- centre standardisation activities
- External Moderator visits and remote monitoring
- external standardisation events and regional/national reports
- regional/national events and networks
- FENTO sampling feedback
- Government agencies.

The outcome of the award review will form the basis of an annual award report.

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## 16 Approval of centres

Centres wishing to offer City & Guilds qualifications must gain approval. New centres must apply for centre and scheme approval. Existing centres will need to obtain specific scheme approval to offer this award. Details of City & Guilds criteria and procedures can be found in *Providing City & Guilds Qualifications*, which may be obtained from City & Guilds.

Centres may seek approval for one or more stages. Approval is dependent on the following criteria:

- appropriate experience to deliver the indicative content of all the units
- a suitably qualified and experienced tutorial team who are themselves normally engaged in teaching adults
- evidence of adequate resources and opportunities for teaching practice
- a satisfactorily integrated programme demonstrating theory and practice
- a system for internal moderation and standardisation.

Centres must be able to ensure that there are appropriate opportunities for open communication between the course tutor, co-ordinator and Internal Moderator. Centres must also be able to provide secure arrangements for the storage of assessment documents and records. (See also Appendix J for programme delivery requirements)

An approval visit will be arranged and an External Moderator will check the centre has access to personnel, equipment, facilities and resources to provide proper assessments normally related to a practical workplace situation. External Moderators will check that there are sufficient and appropriate:

- **resources (both staff and physical)**. Staff with qualifications and experience suitable for Level 4/HE1, including training arrangements for mentors and unqualified staff who will support candidates and contribute to teaching observations. Facilities adequate for the operational and administrative requirements of the scheme, including library and IT facilities appropriate and sufficient to meet requirements for the award
- **management systems**, including provisions for course review, monitoring of student perception of the course (SPOC), and appeals procedures
- **assessment procedures**, including approved tutors to conduct assessments
- **arrangements for programme delivery and practical teaching experience**  
Schemes of work and session plans developed in advance by the centre covering the indicative content. The criteria and process for agreeing teaching practice contexts and opportunities
- **quality assurance and control**. A centre co-ordinator will be the point of contact for City & Guilds, and must ensure that internal quality assurance and internal standardisation are carried out in keeping with section 14 above
- **equal opportunities monitoring**, including policies for entrance to the course as well as policies for resubmissions, appeals and all other aspects of the course. (See section 17 below and Appendix C for the City & Guilds policy on equal opportunities).

Centres are advised to consider the following in their application for scheme approval:

- indicate briefings/events attended relating to the Certificate in Further Education Teaching
- focused team curricula vitae (CVs) and recent evidence to show that staff are appropriately qualified to teach on the programme, eg training, research, consultancy publications, membership of professional body
- schemes of work, incorporating the weekly programme; staff matched to programme; FENTO coverage through the programme
- criteria for the selection of mentors, who will carry out any observations relating to vocational specialisms and arrangements for their training
- staff who would **not** be approved as lead tutor, including recent Certificated Further Education achiever – with less than two years working in this context and other tutors with less than two years within the post-16 sector.



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## **17 Equal opportunities**

Access to these awards is open to all entrants, irrespective of gender, race, creed, age or special needs. The course tutor will ensure that no candidate is subject to unfair discrimination on any of these grounds. City & Guilds will monitor the administration of these awards through its External Moderation to ensure that this policy is adhered to. (For further details of the City & Guilds policy on equal opportunities, see Appendix C.)

## Part 2: Stage One units

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### Introduction to units

The following pages give the units and assignments for the City & Guilds Certificate in Further Education Teaching Stage One. The units for Stage One are:

Unit 101 Assess learners' needs

Unit 102 Session plan and teaching

Unit 103 Teaching and learning activities

Unit 104 Select resources

Unit 105 Learner support

Unit 106 Assessment activity

Unit 107 Self-evaluation

Unit 108 Observe a teacher

The assessment for Stage One may be done unit by unit, but learning may be improved if a more integrated approach is taken. The assignments for units 102, 103 and 104 lend themselves to being linked. Assignment 107 also ties in with these units. Centres may combine assignments in any way they feel suitable. Please note that a separate Assignment Assessment Sheet (see Appendix L) must be completed for each of the combined assignments.

The eight Stage One units allow the candidate to consider important aspects of the eight Key Areas of teaching of the FENTO standards. The assignments are based on the Key Areas of teaching and their underpinning values (see Appendix A).

---

### Key to units

**Unit title:** based on FENTO Key Areas.

**Unit summary:** the key areas of teaching of the FENTO standards that are covered by the unit.

**Unit aims:** the key areas of teaching covered by the unit.

**Ability outcomes:** what the candidate should be able to do on completion of the unit.

**Indicative content:** describes the key knowledge/understanding for each outcome identified in the unit and forms the basis for the development of a scheme of work.

**FENTO standards covered in the unit:** a more detailed grid showing the aspects of the FENTO standards that are covered by the unit.

**Teaching and learning strategies:** a selection of strategies which may be used by tutors in the delivery of the unit.

**Assessment:** the means by which the candidate will be assessed is through an assignment or practical activity. The unit sets out the assignment and also gives an indication of the assignments which can be linked together.

**Underpinning values of the FENTO standards:** shows which FENTO values are particularly reflected in the unit/assignment. (Refer to Appendix A for a description of the values.)

**Indicative reading:** a selection of recommended introductory texts relevant to the unit.

---

# Unit 101 Assess learners' needs

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## Unit summary

This unit is about assessing learners' needs and using this assessment to inform the learning programme. Completion of this Stage One unit will ensure that candidates have considered important aspects of the following FENTO standards: *Key Area A: Assessing learners' needs* and *Key Area E: Providing learners with support*.

---

## Unit aims

- to identify and analyse previous learning experiences and achievements of learners
- to develop an understanding of initial assessment processes and procedures.

---

## Ability outcomes

By the end of the unit candidates should be able to:

- 1 demonstrate an understanding of the value and possible sources of previous learning and achievement and methods of applying them
- 2 carry out an initial assessment of potential learners' needs and evaluate the results
- 3 produce a plan to meet the needs of potential learners against the outcomes of an initial assessment in line with organisational policy
- 4 provide feedback to potential learners about the outcomes of initial assessment with recommendations for future action.

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## Indicative content

- Kolb's learning cycle (see the Indicative reading section)
- prior learning and achievement: processes and procedures for assessing and analysing prior learning and achievement, the role of the organisation, teacher and learner in the process
- a broad overview of models of initial assessment and their appropriateness to different learners
- methods of giving constructive feedback to learners on the outcomes of initial assessment
- induction procedures: their place within the organisation and relevance to the learning programme.

---

## FENTO standards covered in the unit

A1	A2	E1
a	a	F
	h	

---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, group discussions, case studies, website searches, workshop activities.

---

## Assessment

Candidates are required to:

- 1 identify a group, or a selection of individuals
- 2 describe the initial assessment required to ascertain their previous learning and experience.
- 3 discuss ways of using the results to inform the learning programme.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- entitlement, equality and inclusiveness.

## Indicative reading

For this unit, the following introductory texts are recommended:

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn, Cassell

Kennedy H, 1997. *Widening Participation (the Kennedy Report)*. FE

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson  
*Teaching and Learning in Further and Adult Education* L Walklin, Stanley Thornes, 1996

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

Also relevant:

Kolb, D A. *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall, 1984

---

## Assessment grid for Unit 101: Assess learners' needs

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Identify a group, or a selection of individuals.		
2 Describe the initial assessment required to ascertain their previous learning and experience.		
3 Discuss ways of using the results to inform the learning programme.		

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Tutor signature: .....Date:.....

# Unit 102: Session plan and teaching

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## Unit summary

This unit is about planning programmes of learning to meet curriculum needs and preparing teaching sessions to meet learning outcomes. Completion of this Stage One unit will ensure that candidates have considered important aspects of the following FENTO standards: *Key Area B: Planning and preparing teaching and learning programmes for groups and individuals* and *Key Area D: Managing the learning process*.

---

## Unit aims

- to identify and describe the required content and outcomes of a learning programme
- to analyse appropriate teaching and learning strategies and techniques to meet required outcomes.

---

## Ability outcomes

By the end of the unit candidates should be able to:

- 1 write learning objectives appropriate to a teaching session
- 2 produce session plans which clearly identify what learning will take place
- 3 demonstrate the ability to structure learning in such a way that it is likely to foster and maximise students' interest, participation, enthusiasm and motivation to achieve
- 4 utilise external and internal networks and contacts to enhance and broaden the programme delivery to meet the needs of all learners.

---

## Indicative content

- curriculum design; its relationship with the syllabus; curriculum links and requirements with external and endorsement agencies
- overview of schemes of work – their purpose and development to ensure coverage of the subject, technical knowledge and skills required to meet the learning outcomes
- setting measurable, achievable and realistic aims and objectives
- models of objective setting, eg Bloom's taxonomy and the three 'domains' of educational activity that it identifies: cognitive, affective and psychomotor
- session planning, including the session phases: development, consolidation and conclusion
- learner-centred approaches to session planning aimed at achieving learner success
- learning styles (eg audio, visual, kinaesthetic) and implications of predominant learning style.

---

## FENTO standards covered in the unit

B1	B2	B3	C1	D2	D3
a	a	b	d	c	a
c	d		g	f	
d					

---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: workshop activities, discussion groups, micro teaching, presentations, tutorials.

---

## Assessment

Candidates are required to:

- 1 explore the challenges of curriculum design within a specific subject area
- 2 prepare a course outline for 20 hours of teaching. This must include an individual learning programme to meet a particular individual's needs
- 3 deliver the sessions using appropriate methods and arrange for two sessions to be observed by the tutor as an assessment. Each session will be a minimum of an hour in duration.

Candidates may find it useful to link assignments 102, 103 and 104. Assignment 107 also links in well with this unit.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- the centrality of learning and learner autonomy.

---

## Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post-Compulsory Education*. OUP

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5<sup>th</sup> edn, Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Reece I and Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*, Business Education Publishers Ltd

Walklin L, 1996. *Teaching and Learning in Further and Adult Education*. Stanley Thornes

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

Also relevant:

Bloom, B S (ed), 1956. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longmans

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## Assessment grid for Unit 102: Session plan and teaching

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Explore the challenges of curriculum design within a specific subject area.		
2 Prepare a course outline for 20 hours of teaching. This must include an individual learning programme to meet a particular individual's needs.		
3 Deliver the sessions using appropriate methods and arrange for one session to be observed by the tutor as an assessment.		

---

Tutor signature: .....Date:.....



# Unit 103: Teaching and learning activities

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## Unit summary

This unit is about using and evaluating a range of teaching and learning activities. Completion of this Stage One unit will ensure that candidates have considered important aspects of the following FENTO standards: *Key Area B: Planning and preparing teaching and learning programmes for groups and individuals*, *Key Area C: Developing and using a range of teaching and learning techniques* and *Key Area D: Managing the learning process*.

---

## Unit aims

- to identify and explore a range of learning activities and their applications which support a culture of open access and widening participation
- to plan, structure and deliver learning sessions that engage learners in the learning process and provide opportunity for learners to experience success.

---

## Ability outcomes

By the end of the unit candidates should be able to:

- 1 demonstrate the use of at least three different learning activities in a teaching session which must involve both group and individual learning
- 2 produce evidence of how the methods chosen relate to the session aim and objectives and also discuss how they have helped to create a climate that fosters learners' security and confidence
- 3 justify the methods chosen with their advantages and disadvantages in relation to providing opportunities for the learners to achieve.

---

## Indicative content

- teaching strategies (eg didactic, discovery, participative approaches)
- learning expected from the chosen teaching strategy, eg strategies to encourage creativity and enthusiasm, and to promote independent learning
- an overview of learning activities to include lectures, formal instruction, demonstration, discussion, group work, question and answer, projects and practical work, online learning, distance learning
- advantages and disadvantages of specified learning activities; selecting activities appropriate to the needs of groups, individuals and subject delivered
- creating a positive learning environment – introduction to motivation theory, eg Maslow's hierarchy of needs, and its implications for the learning environment
- open access and widening participation; links with criteria for selecting learning activities, eg age, ability, learner involvement, relevance to the learner, flexibility of delivery and accessibility to the learner
- methods of classroom management and control based on positive behaviour reinforcement.

---

## FENTO standards covered in this unit

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B2	B3	C1	C2	C3	D1	D2	D3
e	d	g	b	h	b	b	c
			e		c	c	
			g			f	
						j	

---

---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: short formal lecture, demonstration, group work, question and answer sessions, role play, distance learning.

---

## Assessment

Candidates are required to:

- 1 review the range of teaching and learning activities available to the teacher which can widen learners' participation
- 2 use an appropriate selection from those available, during their teaching
- 3 evaluate one of the activities selected and explain how they could modify/develop their teaching strategy in future so as to maximise the participation of all the learners.

Candidates may find it useful to link assignments 102, 103 and 104.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
  - the centrality of learning and learner autonomy.
- 

## Indicative reading

For this unit, the following introductory texts are recommended:

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn, Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Reece I and Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. 4th edn Business Education Publishers Ltd

Walklin L, 1996. *Teaching and Learning in Further and Adult Education*. Stanley Thornes

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

Also relevant:

Maslow, A H, 1954. *Motivation and Personality*. Harper and Row

---

## Assessment grid for Unit 103: Teaching and learning activities

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

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<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
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Candidates are required to:

Candidate to complete

Tutor to complete

1 Review the range of teaching and learning activities available to the teacher which can widen learners' participation..

---

2 Use an appropriate selection from those available, during their teaching.

---

3 Evaluate one of the activities selected and explain how they could modify/develop their teaching strategy in future.

---

Tutor signature: .....Date:.....

# Unit 104 Select resources

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## Unit summary

This unit is about using a range of resources within teaching. Completion of this Stage One unit will ensure that candidates have considered important aspects of the following FENTO standards: *Key Area C: Developing and using a range of teaching and learning techniques* and *Key Area D: Managing the learning process*.

- Unit aims
- to select and develop resources to support learning
- to analyse the organisational procedures for obtaining resources.

---

## Ability outcomes

By the end of the unit candidates should be able to:

- 1 identify and use at least three learning resources appropriate to their teaching context
- 2 analyse the advantages and disadvantages of different learning resources and how they can be used to support learning
- 3 show evidence of obtaining resources to meet learning needs following organisational
- 4 procedures
- 5 show evidence of having evaluated the effectiveness of learning resources used within an identified learning session.

---

## Indicative content

- an overview of resources, their rationale and application (eg worksheets, case studies, overhead transparencies, Powerpoint, working models, games, slides, video tapes, computer-based activities and resources)
- location and cost of resources; organisation's limitations
- resources appropriate to audio, visual, kinaesthetic learning styles
- copyright restrictions and the tutor's rights and responsibilities
- basic methods of evaluating resources (eg student responses and feedback analysis against learning objectives and outcomes).

---

## FENTO standards covered in this unit

C1	C2	D3	D5
d	f	a	c
		b	f
		c	

---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: lectures, candidate presentations, discussions, group activities, website searches, tutorials.

---

## Assessment

Candidates are required to:

- 1 review the range of resources available within the organisation for a selected curriculum area
- 2 prepare, use and evaluate one of them in their teaching
- 3 analyse the strengths and challenges of the selected resource and how it has supported learning.

Candidates may find it useful to link assignments 102, 103 and 104.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- the centrality of learning and learner autonomy.

---

## Indicative reading

For this unit, the following introductory texts are recommended:

Curzon LB, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5<sup>th</sup> edn Cassell

Graham D, McNeil J and Pettiford L, 2000. *The Untangled Web: Developing Teaching on the Internet*. Kogan Page

Maier P, 1997. *Using Technology in Teaching and Learning*. Kogan Page

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Reece I and Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*, Business Education Publishers Ltd

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

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## Assessment grid for Unit 104: Select resources

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

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<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
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1 Review the range of resources available within the organisation for a selected curriculum area.	Candidate to complete	Tutor to complete
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2 Prepare, use and evaluate one of them in their teaching.		
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3 Analyse the strengths and challenges of the selected resource and how it has supported learning..		
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Tutor signature: .....Date:.....

# Unit 105: Learner support

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## Unit summary

This unit is about providing learners with support. Completion of this Stage One unit will ensure that candidates have considered important aspects of the following FENTO standards: *Key Area C: Developing and using a range of teaching and learning techniques*, *Key Area D: Managing the learning process* and *Key Area E: Providing learners with support*.

- Unit aims
- to establish effective support strategies for learners and ensure access to appropriate sources of guidance
- to evaluate ways of creating an environment that enhances access and participation in the learning programme and which helps learners to develop study and work management skills.

---

## Ability outcomes

By the end of the unit the candidate should be able to:

- 1 demonstrate how they create formal and informal opportunities to support and provide constructive feedback to the learner or learners
- 2 provide example(s) of how they have supported a particular learner or learners
- 3 identify available sources with whom they could liaise to provide additional guidance and support to learners
- 4 describe additional support they may need to provide in the particular teaching and learning context
- 5 provide evidence of reflecting on own practice in relation to learner support.

---

## Indicative content

- the teacher as mentor, including mentoring skills such as effective listening, empathy, feedback
- developing the skills of the independent learner, including study skills and time management techniques
- basic principles of classroom control
- overview of learning support available: individual and agencies, external and internal
- overview of types of support available: learning support, career guidance, social and health support

---

## FENTO standards covered in this unit

C3	D1	D2	D4	E2	E3	H1	H2
f	b	i	b	e	d	d f	e

---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, external expert, group discussions, case studies, role play, tutorials.

---

## Assessment

Candidates are required to:

- 1 describe the ways in which learners need to be supported during teaching
- 2 outline the part that effective communication and equal opportunities play in the support process
- 3 identify other support for learners that can be accessed within the organisation or through other agencies.

This assignment is a natural development of the activities that candidates completed to achieve Unit 101.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- collegiality and collaboration
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

---

## Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post-Compulsory Education*. OUP

Ashcroft K and Foreman-Peck L, 1994. *Managing Teaching and Learning in Further and Higher Education*. Falmer

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5<sup>th</sup> edn, Cassell

Kennedy H, 1997. *Widening Participation (the Kennedy Report)*. FE

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes



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## Assessment grid for Unit 105: Learner support

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

---

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Describe the ways in which learners need to be supported during teaching.		
2 Outline the part that effective communication and equal opportunities play in the support process.		
3 Identify other support for learners that can be accessed within the organisation or through other agencies.		

---

Tutor signature: .....Date:.....

# Unit 106: Assessment activity

---

## Unit summary

This unit is about the principles and practice of assessment. Completion of this Stage One unit will ensure that candidates have considered important aspects of the following FENTO standards: *Key Area A: Assessing learners' needs, Key Area C: Developing and using a range of teaching and learning techniques, Key Area D: Managing the learning process, Key Area F: Assessing the outcomes of learning and learners' achievements and Key Area G: Reflecting upon and evaluating one's own performance and planning future practice.*

---

## Unit aims

- to identify appropriate methods, including competence and non-competence based approaches, for assessing learning and achievement
- to utilise information gathered through assessment to encourage learning and to inform specified assessment requirements.

---

## Ability outcomes

By the end of the unit candidates should be able to:

- 1 select and use appropriate assessment methods that are valid, reliable and fair to all learners when measuring learning and achievement
- 2 discuss how the assessment process chosen is realistic, does not discriminate against or exclude learners from participating fairly and is understood by all
- 3 outline how they have used assessment information and feedback to promote and develop learning
- 4 demonstrate how assessments meet internal and external requirements
- 5 demonstrate how assessment information has been used to improve their own teaching.

---

## Indicative content

- assessment processes: initial, formative, summative
- competence and non-competence based models of assessment
- basic methods of evaluating learning: eg individual and group end of course feedback
- basic assessment techniques: eg multiple choice, set examinations, course work, practical assessment; issues of equality of opportunity for all learners in assessment activities
- overview of external and internal assessment procedures.

---

## FENTO standards covered in this unit

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A2	C1	C2	C3	D4	D5	F1	F2	G1	H1
a	g	g	h	b	f	a	B	i	f
h						b	C		
						c	d		
						d			
						e			
						f			
						g			
						h			

---

---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, external expert, case studies, workshop exercises, candidate-led learning.

---

## Assessment

Candidates are required to:

- 1 describe, use and evaluate an assessment activity (or activities) used to check the learning of either individuals or a group of learners
- 2 comment on how the information would be used to evaluate teaching.

Candidates must ensure that both the appropriateness of the assessment activity and its effectiveness are discussed.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following value:

- reflective practice and scholarship.

---

## Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post-Compulsory Education*. OUP

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5<sup>th</sup> edn Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

---

**Assessment grid for Unit 106: Assessment activity**

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

---

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Describe, use and evaluate an assessment activity (or activities) used to check the learning of either individuals or a group of learners.		
2 Comment on how the information would be used to evaluate teaching.		

---

Tutor signature: ..... Date:.....

# Unit 107: Self-evaluation

---

## Unit summary

This unit is about reflective practice. Completion of this Stage One assignment will ensure that candidates have considered important aspects of the following FENTO standards: *Key Area G: Reflecting upon and evaluating one's own performance and planning future practice* and *Key Area H: Meeting professional requirements*.

---

## Unit aims

- to evaluate one's own practice within a professional value base and to agreed codes of professional practice
- to evaluate personal skills against those required for teaching.

---

## Ability outcomes

By the end of the unit candidates should be able to:

identify opportunities for gathering information about their own skills and practice from a range of sources including from other professionals

- 1 explain how other professionals have contributed to the learning process within their own teaching and practice
- 2 provide examples of meeting personal responsibilities to learners and others within the framework of the organisation's rules, regulations and duties of care
- 3 provide evidence of self-evaluation and reflection that indicates where knowledge and skills require further development to improve the quality of service to learners.

---

## Indicative content

- key functions of the FE teacher: professional judgement, practice and accountability, code of conduct and behaviour; organisational expectations of the role – compliance with organisational quality benchmarks in relation to service delivery
- core value base: learning and learner autonomy, entitlement and equality of opportunity, respect for learners and their needs, responsibility for learner development and success, personal role in creating a positive learning environment
- the reflective practitioner: methods of using course and assessment information to develop own professional practice, using other professional feedback and models of good practice to develop own skills and expertise
- methods of demonstrating best professional practice within resource limitations.

---

## FENTO standards covered in this unit

D6	D7	F2	G1	G3	H1	H2
k	a	c	i	a	b	b
	c	d			d	d
					f	e
					h	h
					k	i

---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: peer support groups, presentations, workshop activities, website searches.

---

## Assessment

Candidates are required to:

- 1 keep a professional development journal that enables them to reflect personally upon their experience during both their teaching and Stage One programme
- 2 at the end of the Stage One programme, complete a summative profile based on the eight key areas of teaching of the FENTO standards
- 3 consider their future CPD – using the summative profile and action plan forms which follow.

Candidates are not expected to re-present lesson evaluation; instead they should focus on abilities, skills, values and their future development.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following value:

- reflective practice and scholarship, research and referencing.
- 

---

## Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post-Compulsory Education*. OUP

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Moon J, 1999. *Reflection in Learning and Professional Development*, Kogan Page

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

*Teaching Adults* A Rogers, OU, 1986

Walklin L, 1996. *Teaching and Learning in Further and Adult Education*. Stanley Thornes

---

## Assessment grid for Unit 107: Self-evaluation

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

---

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Keep a professional development journal that enables them to reflect personally upon their experience during both their teaching and Stage One programme.		
2 At the end of the Stage One programme, complete a summative profile based on the eight key areas of teaching of the FENTO standards.		
3 Consider their future CPD - using the summative profile and action plan forms.		

---

Tutor signature: .....Date:.....

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## Summative profile and action plan

This summative profile was completed at the successful conclusion of the Stage One Certificate in Further Education Teaching

Name of candidate.....Name of tutor.....  
Professional qualification.....Subject/specialism.....  
/experience...../field of teaching.....

---

### Key area of teaching

**Comments:** Celebrating knowledge and skills gained during the course

---

1 Assessing learners' needs

---

2 Planning and preparing teaching and learning programmes for groups and individuals

---

3 Developing and using a range of teaching and learning techniques

---

4 Managing the learning process

---

5 Providing learners with support

---

6 Assessing outcomes of learning and learners' achievement

---

7 Reflecting on and evaluating own performance and planning future practice

---

8 Meeting professional requirements

---

Date:.....Candidate signature.....

Tutor signature.....

---



## Action plan

Name:

Where am I now?

Where do I need to be?

How will I get there?

Who might help?

Target date

Candidate  
signature.....

Tutor signature  
.....

Date .....

# Unit 108: Observe a teacher

---

## Unit summary

This unit is about the ethics and values of teaching. Completion of this Stage One assignment will ensure that candidates have considered important aspects of the following FENTO standard: *Key Area H: Meeting professional requirements*.

*This is underpinning competence that supports and informs all other processes. Teachers and teaching teams need to be effective in applying the ethics and values of the teaching profession when working with learners and colleagues and in fulfilling their obligations and responsibilities as teachers. Among other things, teachers should recognise the diversity of students' needs and aspirations, understand and apply the concept of inclusive learning, and encourage learner autonomy as well as reflecting the vocational and educational ethos of FE.*

(Quoted from the introduction to Key Area H of the FENTO standards).

---

## Unit aims

- to relate the observation of teacher practice to working within a professional value base and code of professional practice
- to identify the ways in which this experience will support future professional development.

---

## Ability outcomes

By the end of the unit candidates should be able to:

- describe the context, content and delivery of an observed lesson in their subject area and reflect on the experience
- explain how mutual respect and trust were developed to create effective learning conditions
- describe how the range of learner experience and development needs were recognised, supported and managed by the teacher and how professional forms of behaviour were adopted and maintained
- record the teacher's reflections and views on how actions taken were designed to meet learners' needs
- show evidence of reflection and developing professional practice as a result of the observation.

---

## Indicative content

- definition of the reflective professional practitioner
- preparing for observation, setting criteria, methods of observing observer objectivity
- using observation to inform and reflect on one's own professional development needs
- methods of identifying professional development needs: continuing professional development (CPD) files, performance reviews, appraisal
- methods of professional updating: eg journals, website information, professional courses, industrial/commercial updating

---

## FENTO standards covered in this unit

H1	H2
c	b
	d

---

---

### Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, workshop activities, discussions, small group work, review of policies and codes of practice.

---

### Assessment

Candidates are required to:

- develop a checklist covering the expected requirements of a professional teacher
- describe and reflect upon the observed professional practice of an experienced teacher.

---

### Underpinning values of the FENTO standards

This unit/assignment should reflect the following value:

- reflective practice and scholarship, research and referencing, ethical issues.

---

### Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post-Compulsory Education*. OUP

Moon J, 1999. *Reflection in Learning and Professional Development*, Kogan Page

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Reece I and Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. 4th edn  
Business Education Publishers Ltd

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning  
Matters Ltd

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**Assessment grid for Unit 108: Observe a teacher**

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

---

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
<hr/>		
1. Develop a checklist covering the expected requirements of a professional teacher.		
<hr/>		
2. Describe and reflect upon the observed professional practice of an experienced teacher.		
<hr/>		

Tutor signature: .....Date:.....

**Certificate in Further Education  
Teaching (7407) Level 4  
Guidance and units  
Stage Two**

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## Stage Two

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## Candidate questionnaire for entry to the Certificate in Further Education Teaching

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### Is this qualification right for me?

It is for:

- those working full and part time as teachers in further, community or adult education and basic skills
- those starting out in post-16 education and training who have access to the minimum teaching hours required for the certificate
- those working in the post-16 sector who deliver vocational learning to groups in a range of teaching situations.

If you can answer 'yes' to the following three questions, it is likely that the award may be appropriate for you.

Do you have a substantial teaching and training role delivering learning to groups?

yes no

Do you regularly deliver or are you about to deliver a minimum of 20 hours teaching in one of the contexts above?

yes no

Do you have subject-specific qualifications and/or experience in the subject in which you teach?

yes no

If you answered 'no' to any of these questions, this is probably not the right qualification for you, but one of our related qualifications may be appropriate. These are listed in Appendix E.

---

### Do I need to do all stages of the qualification or can I gain exemption from any stage or stages?

As these certificates are at Level 4/HE1 and are aligned to the Further Educational National Training Organisation (FENTO) standards, exemption is unlikely as you will probably not have a qualification that directly equates with this award. However, if you can answer 'yes' to the following questions, it would be worthwhile discussing exemption with your centre.

Do you hold a certificate/certificates for one or more stages of a FENTO-endorsed qualification at Level 4 from another awarding body? yes no

If the answer is 'yes', you will need to show evidence of your certification.

Do you have experience or hold teaching awards at Level 3? yes no

If the answer is 'yes', you should explore accreditation of prior learning and experience (APL/APEL) with your centre. You will need to present evidence of your learning and practice to show you have covered all of the standards for which APL/APEL is claimed, which will include learning and teaching at Level 4/HE1. The evidence that you provide will be assessed against award requirements. The centre will advise you and provide information on what you may need to do to gain full credit.



## Overview of the 7407 Certificate in Further Education Teaching: Stages One, Two and Three

	Stage One	Stage Two	Stage Three
<b>Total minimum number of hours of study and practice</b>	65	130	180
<b>Minimum number of study hours (not including tutorial/support time)</b>	45	90	120
<b>Number of required teaching practice hours</b>	20	40	60
<b>Minimum observed and assessed teaching practice of at least 1 hour's duration</b>	<ul style="list-style-type: none"> <li>• 2 tutor observations</li> <li>• 1 observation by an experienced and qualified subject teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 2 tutor observations</li> <li>• 2 observations by an experienced and qualified subject teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 3 tutor observations (2 for candidates completing all 3 stages)</li> <li>• 2 observations by an experienced and qualified subject teacher</li> </ul>
<b>Units</b>	8	10	10
<b>Candidates</b>	Must be teaching in the post-16 sector		
<b>Assessment guidance</b>	Each unit has been mapped to the appropriate parts of the FENTO standards		
<b>Professional development journal/reflective practice</b>	A professional development journal to show personal reflection and evidence of reflective practice		
<b>Summative profile</b>	Summarises the FENTO knowledge and skills		
<b>Quality assurance</b>	Moderation		

# Part 1: Guidance

---

## 1 Introduction to the Level 4 Certificate in Further Education Teaching

This guidance provides centres with recommendations for delivering and managing the City & Guilds Level 4 Certificate in Further Education Teaching. This is a three-stage programme, with Stages One, Two and Three together making up the full Certificate. Each stage is a qualification in its own right, and candidates may complete one or more stages according to their needs. These awards are endorsed by FENTO (the Further Educational National Training Organisation; see section 2 below). An overview of the full certificate is provided at the start of this document.

The certificate is designed for full-time and part-time teachers who are practising or starting out in post-16 education and training. We would recommend that potential candidates hold a professional qualification in the area in which they wish to teach at least one level higher than those they will be teaching. Appropriate levels of achievement in Key Skills may also be used on entry (see Appendix B).

In general terms, this award is aimed at:

- full- and part-time teachers in further, community or adult education and basic skills (shortened hereafter to 'Further Education' or 'FE' for ease of reference)
- those starting out in post-16 education and training who have access to the minimum teaching hours required for the certificate
- those working in the post-16 sector who deliver vocational learning to groups.

The questionnaire at the start of this document should help candidates determine if this is the right qualification for them.

---

## 2 Further Education teaching and training leading to FENTO based qualifications

Endorsed by FENTO, the lead body for the development, quality assurance and promotion of national standards for the Further Education sector, the City & Guilds Level 4 Certificate in Further Education Teaching is built on FENTO standards and the values that inform them.

The underlying values are:

- reflective practice and scholarship
- collegiality and collaboration
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

The standards consist of the three main elements:

- professional knowledge
- skills and attributes
- key areas of teaching.

The key areas of teaching are identified as:

- assessing learners' needs
- planning and preparing teaching and learning programmes for groups and individuals
- developing and using a range of teaching and learning techniques
- managing the learning process
- providing learners with support
- assessing the outcomes of learning and learners' achievements
- reflecting upon and evaluating one's own performance and planning future practice
- meeting professional requirements. This underpinning competence supports and informs all other processes.

(See Appendix A for the full text of the FENTO standards; and Appendix F, which maps the units that comprise this qualification to the FENTO standards.)

---

### 3 Overview of Stage Two requirements

The guidance and units provided in this document specifically cover Stage Two of the qualification. (Guidance and units for Stages One and Three are also available from City & Guilds.)

Stage Two comprises the ten units numbered 109 – 118 which are set out in detail in the second part of this document. Candidates will be awarded a Certificate of Unit Credit for each unit successfully completed. The award of the City & Guilds Certificate in Further Education Teaching (Stage Two) will depend on candidates successfully completing all ten units.

All candidates must be registered within four weeks of the start of the course through a City & Guilds centre approved to offer this qualification. (For details of centre approval, see section 16 below.)

Candidates will participate in a programme of guided study for a minimum of 90 hours. In addition a minimum of 40 hours of teaching or training must be recorded and documented during the programme for Stage Two. Each candidate's teaching must be observed by the programme tutor on at least two occasions and by an experienced and qualified subject teacher on at least two occasions. The minimum length of any teaching practice session observed by the tutor or subject teacher must be one hour. The teaching observation record must include session/lesson plans and an indication by the tutor or subject teacher of whether the teaching practice was satisfactory

Candidates are required to organise their work in a systematic way and should aim to produce course files as follows:

**Teaching file** containing:

- session plans
- record of teaching hours with supporting documentation
- satisfactory teaching observation records

**Professional development file** containing:

- assignments
- professional development journal (PDJ; see section 10 below)
- summative profile.

---

## 4 Purpose of the scheme

The purpose of the scheme is to provide a thorough preparation for Further Education teaching. Already established nationally as the foremost qualification for teachers in post-compulsory education and training, it is intended as a qualification which will equip a wide range of teachers to support learners.

This qualification has been informed by the Quality Assurance Agency for Higher Education (QAA) framework for higher education qualifications in England, Wales and Northern Ireland. This requires candidates to demonstrate:

- knowledge of the underlying concepts and principles associated with their area(s) of study and an ability to evaluate and interpret these within the post-16 sector
- an ability to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of FE.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.

They will also have qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility (see Appendix K for additional guidance on level outcomes).

Specifically, the scheme is designed to enable candidates to:

- adopt an integrative approach to the theory and practice of teaching and training
- build up knowledge of principles of learning, teaching and assessment and evaluation
- analyse their students' abilities, potential and learning needs
- apply a range of methods and techniques of teaching, learning, assessment and evaluation, exploring such innovative approaches as may be appropriate
- design, organise and evaluate teaching and learning programmes
- adopt an innovative approach to collecting and using a wide range of teaching and learning resources, including developing their own skills in the use of Information Technology
- reflect on their own experience, practice, skills and potential for development
- develop their own communication and inter-personal skills
- develop an awareness of their professional role, the essential value systems which underpin it and the legal requirements for carrying out that role.

---

## 5 Scheme structure

Delivery of the qualification will vary and should take account of candidates' needs. It may include:

- intensive modular approaches providing they meet the minimum hours required. These modules could be structured to facilitate claims for CATS (credit accumulation transfer) points
  - Stage 1 – 15 CATS points
  - Stage 2 – 45 CATS points
  - Stage 3 – 60 CATS points(This is an example and points may vary between institutions. Centres should note that candidates who gain exemption from Stage One and complete only Stage Two may not have sufficient CATS points to gain entry to a Certificate in Education programme at a university.)
- distance learning modes, using self-learning packages
- weekend attendance plus work based tutorials
- parts of the scheme achieved by flexi-study.

A feature already in evidence in some centres is the growing use of computer-based training, including the Internet. As the scheme encourages innovative practice, the use of an approach combining face-to-face tuition, computer-assisted learning and distance learning is to be encouraged.

To ensure quality, the minimum requirement of 90 hours of study and 40 hours of teaching practice for Stage Two is an essential element which must be undertaken and supervised whatever the mode of delivery, and which should apply to the many variations in organisation of the Certificate in Further Education Teaching which may exist..

As far as possible the units have been expressed in a standard format which fits with QCA (Qualifications and Curriculum Authority) Design Principles for Higher Level Vocational Qualifications. Each unit comprises:

- **unit title:** based on FENTO Key Areas
  - **unit summary:** summarises the aspects of the FENTO standards that are covered by the unit
  - **unit aims:** the key areas of teaching covered by the unit
  - **ability outcomes:** what the candidate should be able to do on completion of the unit
  - **indicative content:** describes the key knowledge/understanding for each outcome identified in the unit and forms the basis for the development of a scheme of work
  - **FENTO standards covered in the unit:** a more detailed grid showing the aspects of the FENTO standards that are covered by the unit
  - **teaching and learning strategies:** a selection of strategies which may be used by tutors in the delivery of the unit
  - **assessment:** the means by which the candidate will be assessed, in the form of an assignment. Also gives an indication of possible links between the assignments
  - **underpinning values of the FENTO standards:** shows which FENTO values are particularly reflected in the unit/assignment. (Refer to Appendix A for a description of the values. 'Research and referencing' and 'ethical issues' are embedded within the FENTO value of 'Reflective practice and scholarship')
  - **indicative reading:** a selection of recommended introductory texts relevant to the unit.
-

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## 6 Course planning and delivery

In delivering the qualification, a clear link is expected to be made between process and practice. The relationship between the content of the unit and the demands made on the individual by their existing or future job should also be evident.

As long as the indicative content and assessment requirements of the units are met, tutors/lecturers can design the course delivery in any way they feel will meet the needs of their candidates as individuals, and as agreed by the External Moderator. Centres should consider the following aspects in order to assist in the effective delivery and management of the course:

- delivery, structure and content, and assessment methods to be used to meet the course requirements, including, where appropriate, how units can be linked
- resources required for preparing, implementing and managing the course
- review procedures to ensure that the course meets the needs of ever-changing professional practice
- learning needs of individual learners, and the provision of support and guidance
- course design and delivery to reflect the balance of knowledge and skills of the professional environment by integrating theory and practice in a holistic way to support the learning process
- opportunities to develop learning contracts that are mutually built and agreed by learners and tutors to address learning barriers, blocks or issues
- learning activities that meet the aims and outcomes of the course and that cover the FENTO standards
- liaison with stakeholders to ensure a relevant mode of delivery which maximises access and social inclusion and meets the needs of the candidates and the institution.

In addition:

- **guidance on resources:** centres must have an adequate learning environment and designated room for course delivery; candidates must have access to resources that reflect the Level 4 nature of the award. Centres must provide library facilities and access to a range of appropriate reading materials, such as books and journals, which support the indicative content of the award, together with access to up-to-date information technology. (See 'Indicative reading' within each unit and also Appendix G Resource list.)
- **guidance on staffing:** tutors for this award at Level 4 must hold a Cert Ed/equivalent qualification and have at least two years experience of teaching similar programmes. If the teaching team includes members selected on the basis of experience or specific expertise, their skills must be balanced by others within the team who hold a Cert Ed/equivalent qualification. Any unqualified members of the team must consider CPD (continued professional development) to obtain an appropriate teaching qualification. It is good practice to include external experts/specialists as speakers to enhance the learning experience, and centres are encouraged to do so where possible.

There are opportunities for aspects of Key Skills to be covered as appropriate throughout the teaching programme. These are: Communication Skills, Application of Number, Information Technology, Working with Others, Improving own Learning and Problem Solving (See the Key Skills signposting at Appendix B.)

It is essential that candidates and tutors/lecturers are aware of health and safety considerations at all times. The need to ensure that candidates preserve the health and safety of others as well as themselves should be emphasised.

It is recommended that centres cover the following in the delivery of the course where appropriate:

- equal opportunities
- spiritual, moral, social and cultural issues
- environmental education
- European dimension.

---

### **Initial assessment**

Candidates are likely to come from a variety of backgrounds, in that they will have had different education, training and work experiences, and they will also have differing ambitions and opportunities. Prior to candidates being accepted on the course tutors/lecturers must:

- conduct a sufficiently rigorous initial assessment for each candidate, so that prior learning and experience can be established and assessment strategies agreed (this must be recorded as the individual's initial assessment plan)
- consider the best approaches to learning for each candidate; this might include additional study or support prior to coming on the course or direction to an alternative learning programme.

Tutors/lecturers need to make these judgements by referring to the requirements of the awards. The initial assessment plan should record:

- prior learning and experience
- the type of course appropriate for the candidate
- the candidate's preferred learning style
- Key Skills strengths and weaknesses
- appropriateness of using open or distance learning
- a target date for completion of the award
- links to employer's training programme
- tutorial/study skills support as required
- the context and range of teaching opportunities that will be accessed.

**Note:** Some candidates may teach both adults and the 14-16 age group. This qualification is for those working in the post-16 education and training sector, and therefore the majority of their teaching must be demonstrated within that context.

When selecting approaches to learning and locations, tutors/lecturers should consider the result of the initial assessment as well as the availability and suitability of open or distance learning materials and other resources, or co-operative working with other centres.

Effective communication between the tutor and candidate is a key component of successful delivery. It is important that candidates know, for each assignment or activity, its purpose, the knowledge and skills required and the criteria for success. In addition, candidates should receive regular constructive feedback on their progress and achievement and also be provided with the opportunity to comment on their progress and the course from their own personal perspective.

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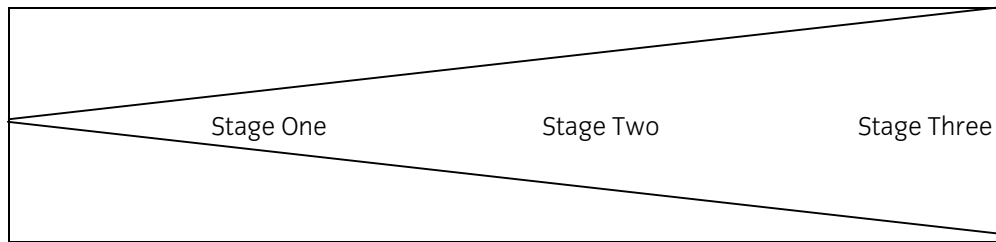
### **Guidance on producing assignments at Level 4**

Candidates need to demonstrate in their assignments at all three stages a depth of knowledge and understanding appropriate to a Level 4/HE1 qualification. This should be reflected in:

- the relationship between the candidate's learning and practice
- evidence of research and reading relating to their programme of study, which is appropriately referenced and attributed (the Harvard system of citing references is preferred)
- the submission of well-prepared unit assignments of at least the minimum number of words. As a guide, each assignment is expected to be a minimum of 1,000 and not exceeding 2,000 words, except where stated in the assessment criteria. Where assignments are linked, the minimum number of words will be adjusted to reflect overlap between the different assignments' content.



While Stages One, Two and Three of the certificate are all Level 4/HE1 awards, and assignments are required to reflect this, centre teams need to be aware that there should be clear progression between the stages. As candidates progress to the next stage they will be broadening their knowledge of various aspects of teaching. For example, initial assessment is covered in all three stages, but the depth and breadth of knowledge and skills increase at each stage. The diagram below illustrates this development process.



*Broadening of FENTO coverage and breadth of study*

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## **7 Entry requirements**

The Certificate in Further Education Teaching has been designed primarily for those in work, or with access to appropriate work experience. In order to achieve their full potential given the high level of understanding and skills needed, it is important that candidates have demonstrated the aptitude and potential to study and achieve at Level/HE1 prior to being accepted on the course. This would include a good command of written and spoken English.

Candidates must be appropriately qualified/experienced in the subject and for the level that they are teaching. The validity of any claims relating to qualifications/experience must be checked and recorded before candidates start the course.

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### **Accreditation of Prior Learning and Experience (APL/APEL)**

Centres should consider evidence presented by candidates which demonstrates previous coverage of the relevant FENTO standards, and which is still current and valid. Some candidates may seek exemption from one or more stages or parts of stages on the basis APL/APEL. As the City & Guilds Certificate is at Level 4/HE1 and is aligned to FENTO standards, it is unlikely that candidates will hold awards that directly equate. Evidence must be provided that the coverage of the standards for which APL/APEL is sought has been at Level 4/HE1 as a minimum. Where a candidate can demonstrate full or partial coverage of the standards via a Level 3 qualification, they will need to demonstrate, through additional evidence, that their performance is at Level 4/HE1. Where a learner has not covered all the standards for which APL/APEL is claimed, additional work must be completed prior to enrolment on the programme.

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## **8 Registration and certification process**

Candidates must be registered within four weeks of the start of the programme. Centres should submit registrations via the Walled Garden (the City & Guilds electronic administration service for centres) or on Form S (Registration), under scheme/complex number 7407-02 for Stage Two. As certificates are prepared directly from registration details, it is essential that they are correct. (Where candidates are being registered for the full certificate, comprised of three stages, the scheme/complex number 7407-04 should be used. Where candidates are being registered for individual Stage Two units, the scheme/complex number 7407-92 plus the unit number should be used.)

On receipt of registration via the Walled Garden or on Form S, City & Guilds will dispatch to the centre details of registration. Centres should retain a copy of the completed forms and details of registration until certificates are received.

When assignments have been successfully completed, candidate results should be submitted via the Walled Garden or on Form S (Results submission).

Candidates achieving one or more assessment components (see section 9) will receive a Certificate of Unit Credit listing the assessment components achieved. Candidates achieving all ten units required for Stage Two will, in addition, be issued a Stage Two Certificate. (Candidates achieving the number and combination of assessment components required for Stages One, Two and Three will be issued the full Certificate.)

Certificates will not be processed by City & Guilds until internal and external moderation processes are complete.

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## 9 Assessment components

Candidates who successfully complete Units 109 – 118 detailed below will be awarded the City & Guilds Level 4 Certificate in Further Education Teaching (Stage Two), endorsed by FENTO. The Stage Two Certificate would also contribute towards application for Licentiate Membership of City & Guilds

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<b>Unit number</b>	<b>Unit title</b>	<b>Assessment components</b>	<b>Registration</b>
Unit 109	Identify and assess learners' needs	Assignment 109	7407-02-109
			7407-04-109
			7407-92-109
Unit 110	Plan and manage the learning process	Assignment 110	7407-02-110
			7407-04-110
			7407-92-110
Unit 111	Use techniques and facilitate learning	Assignment 111	7407-02-111
			7407-04-111
			7407-92-111
Unit 112	Principles of learning	Assignment 112	7407-02-112
			7407-04-112
			7407-92-112
Unit 113	Communication seminar paper	Assignment 113	7407-02-113
			7407-04-113
			7407-92-113
Unit 114	Develop resources	Assignment 114	7407-02-114
			7407-04-114
			7407-92-114
Unit 115	Support and guidance	Assignment 115	7407-02-115
			7407-04-115
			7407-92-115
Unit 116	Assessment	Assignment 116	7407-02-116
			7407-04-116
			7407-92-116
Unit 117	Educational issues	Assignment 117	7407-02-117
			7407-04-117
			7407-92-117
Unit 118	Personal development	Assignment 118	7407-02-118
			7407-04-118
			7407-92-118

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### Note:

The scheme/complex number 02 should be used to register candidates for the Stage Two award. The scheme/complex number 04 should be used to register candidates for the full Certificate, which is comprised of three stages. The scheme/complex number 92 should be used to register a candidate for individual units of the Stage Two award.

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## 10 Assessment procedures

Assessment of the candidates' achievement for Units 109 – 118 will be the responsibility of a designated tutor, assisted in many centres by a tutorial team. Further assistance may be sought from mentors, specialists and other appropriately experienced and qualified personnel, but subject to final assessment by the tutor. The tutor's role will include:

- ensuring that each candidate is fully briefed on the requirements
- providing guidance and support to candidates on the assessment requirements for each unit
- assessing the extent to which each candidate's work demonstrates that the assessment requirements have been met
- providing each candidate with prompt, accurate and constructive feedback
- keeping accurate and legible records
- meeting with the co-ordinator and other tutors to monitor, agree and maintain standards
- second marking allocated assignments.

**Note:** Where mentors or other specialists are used to carry out observations of practical teaching, they must hold a teaching qualification or receive training prior to carrying out any observation.

The assignment assessment sheet (see Appendix L) must be completed for each assignment. Where a centre chooses to use another form, this must contain the same information and be agreed by the External Moderator prior to use. Centres who wish to use their own forms must still complete the administration details at the top of the assignment assessment sheet and the assessment decision section at the bottom of the page. This must be attached to the assignment together with the centre's own form.

Assignments provided are mandatory and alternatives are not acceptable. (Full unit assignment details are given in the second part of this document). All of the ten units are of equal value in terms of final certification. Centres must not change assignment wording. Assignments may be linked, however, all assignments are based on:

- a the underpinning values, attributes and skills of the FENTO standards and
- b the eight key areas of teaching within the FENTO standards.

Each assignment is designed to help candidates demonstrate that they have met the Ability Outcomes. In addition, Unit 118 synoptically covers the personal skills and attributes and the generic knowledge of the FENTO standard. The emphasis is on real activities which provide high-level evidence of teaching capacity.

Assignments may be combined, however, centres must continue to mark assignments individually for sampling by the Internal and External Moderators and for unit certification purposes. An example of assignments which may lend themselves to being linked: Stage Two, Assignments 109, 110, 111, 114 and 116.

This is not mandatory, but External Moderators will be pleased to see evidence that centres are delivering in a more holistic way.

Candidates are also required to keep a **professional development journal (PDJ)**. The PDJ is a reflective journal recording:

- what candidates have learned
- critical incidents and their personal responses to them
- their experiences in the classroom
- how the learning on the programme has informed changes in their attitudes, behaviour and practice.

Candidates should also highlight how they have met the FENTO values, namely:

- reflective practice and scholarship
- collegiality and collaboration
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

City & Guilds recommends that centres devise an internal policy for the deferral of candidates' work.

### **Extenuating/mitigating circumstances**

Where candidates have had to face very serious difficulties which have affected their study, these circumstances need to be over and above what might be deemed the normal demands and stresses of everyday life.

### **Deferral**

This should be awarded when a candidate has not achieved a unit but has valid reasons for not having done so, as stated in extenuating/mitigating circumstances above. The centre may allow a 'deferral' in the unit so that the candidate can take the assessment for that unit again as if for the first time.

### **Referral**

For candidates who do not achieve a unit at the first attempt, their result is usually deemed a 'refer'. This means that the candidate can have another attempt at the assessment. Candidates are advised to produce a first draft of their assignments for approval, advice and guidance by their tutor prior to submitting them for final assessment. An assignment may only be referred once before it is deemed to be a fail.

**Note:** Where candidates fail Stage Two at the first attempt, or are referred for additional work prior to resubmission, it is advised that centres review progress with candidates carefully before progression to Stage Three to ensure that they have the potential to achieve.

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## **11 Appeals**

This section relates to appeals against results from assessment of work.

It is a condition of centre approval that all centres must ensure that there is an appeals procedure available to candidates. The appeals procedure documentation must be included in the documentation sent to City & Guilds in the scheme approval submission.

If a candidate appeals against the result of the assessment, the course tutor and the programme director should try to resolve the problem in the first instance. If, however, the problem cannot be satisfactorily resolved, the External Moderator should be approached to offer independent advice. All appeals must be clearly documented by the centre co-ordinator and made available to the External Moderator and/or City & Guilds as appropriate.

City & Guilds will not enter into direct correspondence with the individual candidates concerning the results of their assessments unless they wish to appeal formally to City & Guilds regarding assessment decisions using the designated procedures. All appeals must be made to City & Guilds Head of Quality Services. Applications should be made as soon as possible after the assessment concerned and, at the latest, within three months of the issue of results. (The formal appeals procedure is attached at Appendix D.)

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## **12 Internal Moderation**

The centre must carry out an Internal Moderation which includes the double marking of at least one piece of work by each candidate. The second marker will be another person in the team who will sample, by independently marking a piece of work and comparing their assessment decisions with that of the primary marking tutor. Appropriate feedback should be provided to first markers where necessary. See also Internal Quality Assurance and Standardisation (section 14).

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### 13 External Moderation

External Moderation visits for the Level 4 Certificate in Further Education Teaching will be separate from other award visits. The External Moderator will:

- monitor centre practice and quality procedures, including ensuring that documentation meets City & Guilds requirements, that the correct assessment procedures are followed and that Internal Moderation is carried out
- ensure delivery and resources are appropriate
- monitor teaching practice observations, assessment and feedback
- ensure assessment decisions are consistently accurate
- confirm assessment of candidates at each stage of the award at the end of that stage
- provide centres with advice and share good practice.

All centres will be visited on two occasions per year (and some centres will have a third visit). In addition to centre visits the External Moderator may carry out remote monitoring; this is likely where there is a large throughput of candidates or cohorts for a particular stage in a single year.

Visits regarding quality checks will usually be concerned with more than one stage.

In the **first quality check** the External Moderator will monitor:

- compliance with centre approval criteria (See section 16 below and Appendix J)
- coverage of FENTO standards
- programme of delivery, schemes of work and lesson plans
- APL/APEL records
- appropriate assessment practice and standards
- observation of practical teaching and feedback (including arrangements for, and records showing, teaching practice for each candidate)
- internal quality assurance (see section 14 below), including plans to second mark and to sample:
  - a all candidates for each student group
  - b all units
  - c all forms of assessed work
  - d all tutors over a period of time
  - e practical teaching through brief observation of assessment and feedback to ensure the appropriate assessment activity is taking place.

The main purpose of the **second quality check** (which will not necessarily be the second visit) will be to confirm the results of candidates. The External Moderator will check:

- any action points from the first visit
- that Internal Moderation has been carried out as planned, including that a piece of every candidate's work has been sampled by a second marker and that appropriate feedback has been provided where necessary

**Note:**

- centres must provide all candidate work for the External Moderator's inspection
- the moderator will re-mark candidates work without seeing previous marking decisions and feedback
- the work of each student group, completing each stage, will be externally moderated. It is advisable for External Moderators to sign Form S
- sampling must take into consideration all the variable factors listed below and should, for efficiency's sake, be the smallest sample size possible that covers all factors. The variable factors are:
  - a all units
  - b all assessors (and all sites if applicable)
  - c candidates at a range of abilities
  - d all borderline candidates

The External Moderator will agree the results with the centre in one of the following ways:

- candidate results are approved
- candidate results must be amended as indicated
- assessment is not agreed and a further sample must be submitted

- assessment is not agreed and a further visit or a remote monitoring sample will be made.

Where a candidate's work is referred or failed by the External Moderator the centre will need to re-mark the work of the assessor who marked that cohort. Likewise remarking will also be necessary should a candidate's work be failed or referred by the centre and passed by the External Moderator.

Candidates are entitled to challenge both individual assessments and the overall assessment, which are subject to the conditions laid out in the appeals procedure set out in Appendix D.

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## **14 Internal Quality Assurance and standardisation**

### **Internal quality assurance**

Quality assurance refers to the way in which assessment decisions and quality procedures are monitored. Internal quality assurance is a requirement for all City & Guilds awards. Centres are required to set up systems and appoint appropriately qualified people to carry out this important function.

The quality assurance arrangements should include:

- monitoring the delivery of the programme
- monitoring the review of the programme
- planning and recording of continuing professional development for each member of staff
- systems for recording candidate details, progress and achievement; communication within the team, and with City & Guilds
- a strategy for ensuring consistency of assessment decisions through standardisation/moderation
- review and evaluation procedures – including contributions from candidates, staff, sponsors and action taken to pursue continuous improvement.

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### **Internal standardisation**

Internal standardisation is an important part of the centre's quality assurance arrangements. Centres are required to show that all assessment is carried out in a similar way and to an equivalent standard across all staff carrying out assessments.

City & Guilds will require evidence of the internal standardisation process. This evidence will be in the form of records of decisions and discussions at meetings; marked candidate assignments and related assessment records.

A person should be nominated who co-ordinates the internal quality assurance arrangements. This person will:

- hold a list of all current tutors and assessors
- ensure all assessors are working to the same standard
- co-ordinate regular quality assurance meetings
- ensure the marking of all assessors is sampled and standardised
- ensure regular sampling of the assessment decisions of all assessors
- maintain records of sampling and standardisation
- use reference and archived assignments to help fix the standard of marking at the centre
- contribute to the evaluation and development of the quality assurance of assessment process
- liaise with the External Moderator
- be required to attend external standardisation events arranged by City & Guilds.

**Note:** Any changes to the course team must be submitted, using Form APU, together with a relevant CV and photocopies of appropriate qualifications for each additional team member, prior to commencing their role on the 7407 programme.

Before marking, assessors should undertake a trial marking exercise of common assignments. This exercise is designed to enable assessors to agree a standard prior to

marking the bulk of candidates' work. This exercise should be repeated at an appropriate stage during the course.

In all cases where there are more than one assessor marking assignments for a particular part of the course, the centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark.

A sample of assessment decisions for each assessor should be re-marked by an assessor independent of the candidate (see also 12 Internal Moderation). Where the re-marking of the sample reveals discrepancies, appropriate adjustments must be made to the assessment decisions of all candidates whose assignments were initially marked by any assessor whose marking does not align with the standard. This may include re-marking all the assignments marked by the assessor that are out of line with expected practice.

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### **Marking assignments**

Assessors must follow the requirements of the specifications and assessment criteria and assessment guidance (see section 6 and Appendix K). Decisions must be made in accordance with the assessment criteria for the assignment. The assessor must show clearly how the decisions have been made in relation to the assessment criteria. This approach will be useful to the candidate, facilitate the centre's standardisation process and enable the moderator to check assessor judgements against the criteria. The assessor's decisions must reflect the candidate's attainment.

Assessors must comment on the candidate's work, showing how the assessor made judgements that the candidate met the assessment criteria and level achieved, and why.

Centres must provide advice to assessors on marking and how to comment on candidates' work. Centre staff must use the City & Guilds 7407 Assignment Assessment Sheet and Assignment Moderation Sheet (see Appendix L), unless previously agreed with the External Moderator. Key evidence can be highlighted throughout the assignment either in the margin or the text. Comments on the assignment should reflect positive achievement as well as observations on where improvements could be made.

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### **Authenticity statement**

Centres must require candidates to confirm that the work presented for assessment is their own work.

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## **15 External standardisation**

Standardisation events will take place between October of one year and June of the next. They will be held on a regional/national basis on the same planned and agreed weeks in each region/nation and run by the Lead Verifier or Lead Moderator for the Level 4 Certificate in Further Education Training. There will be a separate standardisation event for each award stage and this will be attended by the regional/national team of External Moderators, together with course tutors from a number of centres within that region/nation.

- Stage One, October – December
- Stage Two, January – March
- Stage Three, March – June

Centres will be advised of the date of their regional/national events within this framework. Centres will be requested to take candidates' work to the regional/national standardisation meetings for the relevant award stage. Each sample of a candidate's work must have attached both the Assignment Assessment Sheet and the Assignment Moderation Sheet (see Appendix L).



A report will be generated from each standardisation event and sent to the City & Guilds manager of the award.

The Chief Moderator and Lead Moderators will meet with the City & Guilds award manager once a year to review and evaluate the award in light of feedback from:

- centre standardisation activities
- External Moderator visits and remote monitoring
- external standardisation events and regional/national reports
- regional/national events and networks
- FENTO sampling feedback
- Government agencies.

The outcome of the award review will form the basis of an annual award report.

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## 16 Approval of centres

Centres wishing to offer City & Guilds qualifications must gain approval. New centres must apply for centre and scheme approval. Existing centres will need to obtain specific scheme approval to offer this award. Details of City & Guilds criteria and procedures can be found in *Providing City & Guilds qualifications*, which may be obtained from City & Guilds.

Centres may seek approval for one or more stages. Approval is dependent on the following criteria:

- appropriate experience to deliver the indicative content of all the units
- a suitably qualified and experienced tutorial team who are themselves normally engaged in teaching adults
- evidence of adequate resources and opportunities for teaching practice
- a satisfactorily integrated programme demonstrating theory and practice
- a system for internal moderation and standardisation.

Centres must be able to ensure that there are appropriate opportunities for open communication between the course tutor, co-ordinator and Internal Moderator. Centres must also be able to provide secure arrangements for the storage of assessment documents and records. (See also Appendix J for programme delivery requirements)

An approval visit will be arranged and an External Moderator will check the centre has access to personnel, equipment, facilities and resources to provide proper assessments normally related to a practical workplace situation. External Moderators will check that there are sufficient and appropriate:

- **resources (both staff and physical)** Staff with qualifications and experience suitable for Level 4/HE1, including training arrangements for mentors and unqualified staff who will support candidates and contribute to teaching observations. Facilities adequate for the operational and administrative requirements of the scheme, including library and IT facilities appropriate and sufficient to meet requirements for the award
- **management systems**, including provisions for course review, monitoring of student perception of the course (SPOC), and appeals procedures
- **assessment procedures**, including approved tutors to conduct assessments
- **arrangements for programme delivery and practical teaching experience** Schemes of work and session plans developed in advance by the centre covering the indicative content. The criteria and process for agreeing teaching practice contexts and opportunities.
- **quality assurance and control**. A centre co-ordinator will be the point of contact for City & Guilds, and must ensure that internal quality assurance and internal standardisation are carried out in keeping with section 15 above.
- **equal opportunities monitoring**, including policies for entrance to the course as well as policies for resubmissions, appeals and all other aspects of the course. (See section 17 below and Appendix C for the City & Guilds policy on equal opportunities).

Centres are advised to consider the following in their application for scheme approval:

- indicate briefings/events attended relating to the Certificate in Further Education Teaching
- focused team curricula vitae (CVs) and recent evidence to show that staff are appropriately qualified to teach on the programme, eg training, research, consultancy publications, membership of professional body
- schemes of work, incorporating the weekly programme; staff matched to the programme; FENTO coverage through the programme
- criteria for the selection of mentors, who will carry out any observations relating to vocational specialisms, and arrangements for their training
- staff who would not be approved as lead tutor, including recent Certificated Further Education achiever – with less than two years working in this context and other tutors with less than two years within the post-16 sector.

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## **17 Equal opportunities**

Access to these awards is open to all entrants, irrespective of gender, race, creed, age or special needs. The course tutor will ensure that no candidate is subject to unfair discrimination on any of these grounds. City & Guilds will monitor the administration of these awards through its External Moderation to ensure that this policy is adhered to. (For further details of the City & Guilds policy on equal opportunities, see Appendix C.)

## Part 2: Stage Two units

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### Introduction to units

The following pages give the units and assignments for the City & Guilds Certificate in Further Education Teaching Stage Two. The units for Stage Two are:

- Unit 109 Identify and assess learners' needs
- Unit 110 Plan and manage the learning process
- Unit 111 Use techniques and facilitate learning
- Unit 112 Principles of learning
- Unit 113 Communication seminar paper
- Unit 114 Develop resources
- Unit 115 Support and guidance
- Unit 116 Assessment
- Unit 117 Educational issues
- Unit 118 Personal development

The assessment for Stage Two may be done unit by unit, but learning may be improved if a more integrated approach is taken. The assignments for units 109, 110, 111, 114 and 116 lend themselves to being linked together. Assignment 118 also ties in with these units. Centres may combine assignments in any way they feel suitable. A separate assessment sheet (see Appendix L) must be completed for each of the combined assignments.

The ten Stage Two units allow the candidate to consider important aspects of the eight Key Areas of teaching of the FENTO standards. These ten assignments cover parts of the FENTO standards not considered within Stage One. They are based on the Key Areas and their underpinning values (see Appendix A).

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## Key to units

**Unit title:** based on FENTO Key Areas.

**Unit summary:** the key areas of teaching of the FENTO standards that are covered by the unit.

**Unit aims:** the key areas of teaching covered by the unit.

**Ability outcomes:** what the candidate should be able to do on completion of the unit

**Indicative content:** describes the key knowledge/understanding for each outcome identified in the unit and forms the basis for the development of a scheme of work.

**FENTO standards covered in the unit:** a more detailed grid showing the aspects of the FENTO standards that are covered by the unit.

**Teaching and learning strategies:** a selection of strategies which may be used by tutors in the delivery of the unit.

**Assessment:** the means by which the candidate will be assessed, in the form of an assignment. Also gives an indication of the assignments which can be linked together.

**Underpinning values of the FENTO standards:** shows which FENTO values are particularly reflected in the unit/assignment. (See Appendix A for a description of the values.)

**Indicative reading:** a selection of recommended introductory texts relevant to the unit.

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# Unit 109: Identify and assess learners' needs

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## Unit summary

This unit is about using a range of methods to identify learners' development needs and utilising the information obtained to maximise their learning. Completion of this Stage Two unit will ensure that candidates have covered important underpinning values and important parts of the following FENTO standards: Key Area A: Assessing learners' needs and Key Area E: Providing learners with support.

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## Unit aims

- to identify and plan for the needs of potential learners by preparing, carrying out and analysing the results of an initial assessment in relation to an identified learning programme
- to understand the purpose and processes of inducting learners into the organisation.

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## Ability outcomes

By the end of the unit the candidate should be able to:

- 1 identify selection criteria appropriate to a learning programme, carry out initial assessment
- 2 use a range of assessment techniques and analyse the results assess the experience, capabilities and learning styles of individual learners in relation to an identified learning programme
- 3 identify and consider the implications of a disability or learning difficulty on an individual's learning programme
- 4 carry out an induction into the organisation that provides all appropriate information and initial guidance to learners. Record the information accurately using organisational procedures
- 5 evaluate the effectiveness of the induction programme and process.

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## Indicative content

- initial assessment techniques: interviewing pre-testing, indicator-psychometric testing
- methods of testing current competence (eg skills scans)
- learning style theory (eg Honey and Mumford), and impact on action plans and learning programmes
- equal opportunities in relation to initial assessment processes and procedures
- models of constructive feedback and their application to initial assessment feedback
- selection criteria – use of criteria to enrol learners on programmes
- processes and procedures for APL/APEL (accreditation of prior learning or learning and experience)
- induction: organisational processes and procedures including health and safety, progression routes.

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## FENTO standards covered in the unit

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A1	A2	E1
a	a	b
b	c	c
	d	e
	f	f
	g	g
	h	
	j	

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### Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, website searches, case studies, visiting speakers, peer presentations, group activities, simulations.

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### Assessment

Candidates are required to:

1. describe a group, or a selection of individuals, their background, barriers to their learning and their learning needs and styles
2. outline the methods used to obtain the information
3. analyse how the information gathered is used to develop the group's learning.

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### Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- collegiality and collaboration
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

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### Indicative reading

For this unit, the following introductory texts are recommended:

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Kennedy H, 1997. *Widening Participation (the Kennedy Report)*. FE

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Walklin L, 1996. *Teaching and Learning in Further and Adult Education*. Stanley Thornes

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

Also relevant:

Honey P and Mumford A, 2000. *The Learning Styles Helper's Guide*. Peter Honey Publications

Honey P and Mumford A, 1992. *The Manual of Learning Styles*. Peter Honey Publications,

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## Assessment grid for Unit 109: Identify and assess learners' needs

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

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<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Describe a group, or a selection of individuals, their background, barriers to their learning and their learning needs and styles.		
2 Outline the methods used to obtain the information.		
3 Analyse how the information gathered is used to develop the group's learning.		

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Tutor signature: ..... Date: .....

# Unit 110: Plan and manage the learning process

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## Unit summary

This unit is about designing and planning learning to meet the requirements of a syllabus or scheme of work. The candidate is also required to demonstrate the ability to select, use and analyse a range of teaching strategies to meet the needs of learners in a variety of learning situations. It is also about drawing upon internal and external networks and contacts to enhance the programme. Completion of this Stage Two unit will ensure that candidates have covered underpinning values and important parts of the following FENTO standards: *Key Area B: Planning and preparing teaching and learning programmes for groups and individuals*, *Key Area C: Developing and using a range of teaching and learning techniques* and *Key Area D: Managing the learning process*.

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## Unit aims

- to identify and produce the required outcomes of a learning programme
- to plan learning using appropriate teaching and learning techniques, explaining how they enable learners to achieve to the best of their abilities.

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## Ability outcomes

By the end of the unit candidates should be able to:

- 1 produce learning outcomes from programmes of study
- 2 establish precise learning objectives and learning content, fulfilling validating and awarding body requirements, where relevant
- 3 show how information has been organised and presented clearly and concisely
- 4 select a range of teaching techniques and analyse how these can be used to meet different learning styles, to address individual needs and small- or whole-group needs and to create a safe and flexible learning environment based on trust and support
- 5 justify how best use was made of available opportunities within resource constraints
- 6 maintain external and internal networks and contacts to enhance and broaden the programme delivery to meet the needs of all learners and to widen participation and facilitate open access.

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## Indicative content

- models used to define learning objectives eg Bloom's taxonomy
- schemes of work
- session planning: objective setting, planning for cognitive, psychomotor, affective learning sessions; phases of the lesson (introduction, development and conclusion); incorporating experience and reflection in the session plan
- subject knowledge, technical knowledge, skills required, awarding body requirements – methods of incorporating these into the session plan
- learning and teaching styles (eg experimental, participative) and their links with individual learning styles
- creating a learning climate – facilitating widening participation by offering a range of flexible opportunities for learning
- appropriate use of individual, small-group and whole-group teaching and learning strategies to engage and stimulate learners
- learning transfer theory and links with other learning in which the learner may be involved
- session planning and resource implications
- curriculum design: its relationship with the syllabus, curriculum links and requirements of external and endorsement agencies.



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## FENTO standards covered in the unit

B1	B2	B3
a	a	a
b	b	b
c	c	c
d	e	d
e	f	e

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## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations/lectures, peer presentations, small and large group activities, distance learning, visiting speakers.

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## Assessment

Candidates are required to:

- 1 design, use and evaluate a teaching and learning programme from a syllabus or scheme of work of 40 hours
- 2 produce a rationale for the programme
- 3 produce detailed session plans and evaluate their effectiveness in enabling the learners to achieve to the best of their ability.

In addition to the assessment requirements above, candidates will be observed on four different occasions, two observations by their tutor and two by an experienced and qualified subject teacher. Each session will be a minimum of one hour in duration.

Candidates may find it useful to link assignments 109, 110, 111, 114 and 116.

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## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

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## Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Reece I and Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. Business Education Publishers Ltd

Walklin L, 1996. *Teaching and Learning in Further and Adult Education*. Stanley Thornes

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

Also relevant:

Bloom, B S (ed), 1956. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longman

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## Assessment grid for Unit 110: Plan and manage the learning process

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Design, use and evaluate a teaching and learning programme from a syllabus or scheme of work for 40 hours.		
2 Produce a rationale for the programme.		
3 Produce detailed session plans and evaluate their effectiveness in enabling the learners to achieve to the best of their ability.		

Tutor signature: .....Date:.....

# Unit 111: Use techniques and facilitate learning

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## Unit summary

This unit is about the skills and techniques of facilitating learning in group situations. Candidates are expected to show how they set and agree goals and targets with individuals and encourage and support them within group situations. The unit also explores the use of learning support materials, with particular focus on information learning technology, to support and enhance the learning process. Completion of this Stage Two unit will ensure that candidates have covered underpinning values and important parts of the following FENTO standard: *Key Area C: Developing and using a range of teaching and learning techniques*.

---

## Unit aims

- to discuss the range of negotiating techniques used to determine learning goals and targets with individual learners
- to analyse and apply learning strategies that facilitate group learning.

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## Ability outcomes

By the end of the unit candidates should be able to:

- 1 agree learning goals and targets that support individual needs and aspirations whilst taking available resources into consideration
- 2 deliver learning to groups through the use of collaborative exercises using good group management to ensure full learner participation
- 3 demonstrate how individuals can be encouraged and supported to identify and relate their personal experiences to enhance their learning
- 4 outline the learning support materials available, using information learning technology where appropriate, and produce examples of these
- 5 justify how the opportunities selected were used to take maximum advantage of available resources.

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## Indicative content

- methods to determine individual goals (eg individual action plans, learning plans)
- resource constraints: personal, financial
- methods of group management and control; behaviour management
- teaching strategies to promote interest and learning and co-operative learning: buzz groups, simulations, case studies, guided learning, web searches, projects, use of outside agencies and speakers
- building the previous experiences of learners into the learning process.

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## FENTO standards covered in the unit

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C1	C2	C3	D3
b	b	c	c
e	c	d	f
	d	f	
	e	i	
	f		
	g		
	h		

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---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, peer micro teaching, small and large group activities, such as buzz groups, simulation, case studies, seminars, guided individual learning, visiting speakers.

---

## Assessment

Candidates are required to:

- 1 identify the range of teaching and learning techniques that could be used for a specific area of the curriculum
- 2 develop a group activity that encourages both collaboration and individual participation
- 3 evaluate the teaching and learning techniques used and comment on their effectiveness.

A sample of the techniques will be seen and commented on by the tutor as part of the teaching observation assessment.

Candidates may find it useful to link assignments 109, 110, 111, 114 and 116.

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## Underpinning values of the FENTO standard

This unit/assignment should reflect the following values:

reflective practice and scholarship  
the centrality of learning and learner autonomy  
entitlement, equality and inclusiveness.

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## Indicative reading

For this unit, the following introductory texts are recommended:

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Reece I and Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. Business Education Publishers Ltd

Walklin L, 1996. *Teaching and Learning in Further and Adult Education*. Stanley Thornes

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

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## Assessment grid for Unit 111: Use techniques and facilitate learning

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

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<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Identify the range of teaching and learning techniques that could be used for a specific area of the curriculum.		
2 Develop a group activity that encourages both collaboration and individual participation.		
3 Evaluate the teaching and learning techniques used and comment on their effectiveness.		

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Tutor signature: ..... Date:.....

# Unit 112: Principles of learning

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## Unit summary

This unit explores a range of principles and models of learning and asks candidates to select and relate particular theories to their own teaching. They are also expected to discuss how the planning and delivery of their teaching has been influenced and affected by the theories selected. Completion of this Stage Two unit will ensure that candidates have covered underpinning values and important parts of the following FENTO standard: *Key Area D: Managing the learning process.*

---

## Unit aims

- to explore the principles and strategies which create an effective learning environment
- to plan and structure learning activities
- to identify and evaluate a range of skills and methods to communicate effectively with learners.

---

## Ability outcomes

By the end of the unit candidates should be able to:

- 1 create an interactive, safe and productive learning environment that fosters learners' security and confidence
- 2 structure learning in a way likely to develop and maintain learners' enthusiasm and motivation
- 3 set tasks and structure learning using a variety of teaching methods to meet the needs of groups and individuals, and provide opportunities for them to experience success
- 4 use a range of communication skills and techniques to maintain and encourage effective communication with and between all learners.

---

## Indicative content

- pedagogical and andragogical models of learning – their appropriateness and application to the learning context and with different learners
- behaviourists (eg Pavlov, Watson); Cognitivists (eg Dewey, Bruner) – their approaches, and the differences in their theories; how these models can be used to inform the learning process and teaching style
- Kolb's learning cycle
- motivation: review Maslow, intrinsic/extrinsic motivation, using learners' motivation to enhance learning, improve levels of confidence
- inductive and deductive teaching methods – use of these methods to maintain learners' motivation and enthusiasm and reinforce understanding and knowledge
- stages of group development (eg Tuckman) – techniques of group facilitation and management.

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## FENTO standards covered in the unit

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D1	D2	D3
b	b	b
c	c	c
	d	d
	f	f

---

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## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: short formal lectures, visiting speakers, website searches, discussion groups, small and large group activities.

---

## Assessment

Candidates are required to:

- 1 identify and discuss the significance of relevant principles of learning
  - 2 analyse in detail how two principles of learning affect the planning of their teaching
  - 3 discuss the impact these insights have had on their own teaching.
- 

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following value:

- reflective practice and scholarship, research and referencing.
- 

## Indicative reading

For this unit, the following introductory texts are recommended:

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell.

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Reece I and Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. Business Education Publishers Ltd

Walklin L, 1996 *Teaching and Learning in Further and Adult Education*. Stanley Thornes

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd,

Also relevant:

Kolb, D A, 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall

Maslow, A H, 1954. *Motivation and Personality*. Harper and Row

Tuckman, B W, 1991. *Educational Psychology*. Thomson

General educational psychology texts and websites are a good source of information on Behaviourism, Cognitivism and other theories of learning.

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## Assessment grid for Unit 112: Principles of learning

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

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<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Identify and discuss the significance of relevant principles of learning.		
2 Analyse in detail how two principles of learning affect the planning of their teaching.		
3 Discuss the impact these insights have had on their own teaching.		

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Tutor signature: ..... Date: .....



# Unit 113: Communication seminar paper

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## Unit summary

This unit is about the role that effective communication skills have on learning. Candidates are asked to demonstrate their understanding and use of the principles underpinning effective communication in their teaching and how this has promoted communication between learners. Completion of this Stage Two unit will ensure that candidates have covered underpinning values and important parts of the following FENTO standard: *Key Area D: Managing the learning process*.

---

## Unit aim

- to understand the principles underpinning effective communication with learners and how this establishes and maintains an effective learning environment.

---

## Ability outcomes

By the end of the unit the candidate should be able to:

- 1 show how they have used a range of communication skills and methods to present information clearly to learners and in a format that is appropriate to the subject being studied
- 2 identify how they used their communication skills to meet the needs of specific learners and encouraged effective communication with and between learners.

---

## Indicative content

- characteristics of an effective learning environment
- non-verbal aspects of communication
- models of effective interaction eg Transactional analysis
- developing independent learners: encouraging autonomy and self-reliance in learning
- personal and organisational behaviour code – positive reinforcement methods in behaviour management
- professional value base in relation to student-teacher interaction
- entitlement – equality and inclusiveness in the learning context.

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## FENTO standards covered in the unit

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D1	D3
b	b
	c
	d

---

---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, peer presentations, large and small discussion groups, set group activities, simulations, case studies.

---

## Assessment

Candidates are required to:

Write and present a seminar paper on how they:

- 1 communicate to students effectively
- 2 ensure effective communication skills of learners
- 3 review the learning process with learners.

The seminar should be presented orally to a group of students on the programme.

---

## **Underpinning values of the FENTO standards**

This unit/assignment should reflect the following values:  
reflective practice and scholarship  
entitlement, equality and inclusiveness.

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## **Indicative reading**

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Huddleton P and Unwin L, 1997. *Teaching and Learning in Further Education: Diversity and Change*. Routledge

Moon J, 1999. *Reflection in Learning and Professional Development*. Kogan Page

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Reece I and Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. Business Education Publishers Ltd

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

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**Assessment grid for Unit 113: Communication seminar paper**

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

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<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:  Write and present a seminar paper on how they:  1 Communicate to students effectively.	Candidate to complete	Tutor to complete
2 Ensure effective communication skills of learners.		
3 Review the learning process with learners.		

---

Tutor signature: ..... Date:.....

# Unit 114: Develop resources

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## Unit summary

This unit is about the identification, selection and use of resources to support learning. Candidates are asked to show how they do this in their teaching and how they monitor and review the effectiveness of the resources used. The unit also focuses on the use of modern technology to support learning. Completion of this Stage Two unit will ensure that candidates have covered underpinning values and important parts of the following FENTO standards: *Key Area D: Managing the learning process*.

---

## Unit aim

- to select, analyse and develop resources to support the learning process.

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## Ability outcomes

By the end of the unit candidates should be able to:

- 1 identify, select and obtain resources appropriate to the learning to be delivered
- 2 use information technology and learning technology effectively to support learning
- 3 demonstrate how the effectiveness of teaching and learning materials have been monitored, reviewed and modified in the light of the information gathered
- 4 discuss how they keep up to date with the development of resources that enable learners to work effectively on their own.

---

## Indicative content

- procedures for obtaining resources for learning programmes
- methods of identifying the most up-to-date resources to facilitate learning (eg journals, other publications, websites, resource catalogues)
- resources and their purpose (eg OHTs, Powerpoint, CD, video, audio tapes, distance learning texts, flip charts, handouts, worksheets, models)
- team working to develop and share resources
- criteria for identifying resources to fulfil the different needs of learners
- information and learning technology as learning resource: costs, benefits and challenges
- methods used to evaluate the effectiveness of resources.

---

## FENTO standards covered in the unit

D3	C1	C2
e	d	f
	g	
	h	

---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, demonstrations, visits, joint projects, visiting speakers, small and large group set activities.

---

## Assessment

Candidates are required to:

- 1 identify and select resources for a specific curriculum area
- 2 describe and evaluate how they are used and adapted to assist learners' varied needs
- 3 describe how modern technologies can enhance the resources' use.

Candidates may find it useful to link assignments 109, 110, 111, 114 and 116.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- entitlement, equality and inclusiveness.

---

## Indicative reading

For this unit, the following introductory texts are recommended:

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Graham D, McNeil J and Pettiford L, 2000. *The Untangled Web: Developing Teaching on the Internet*. Kogan Page

Maier P, 1997. *Using Technology in Teaching and Learning*. Kogan Page

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Reece I and Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. Business Education Publishers Ltd

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

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## Assessment grid for Unit 114: Develop resources

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

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<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
<hr/>		
1 Identify and select resources for a specific curriculum area.		
<hr/>		
2 Describe and evaluate how they are used and adapted to assist learners' varied needs.		
<hr/>		
3 Describe how modern technologies can enhance the resources' use.		
<hr/>		

Tutor signature: ..... Date:.....

# Unit 115: Support and guidance

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## Unit summary

This unit is about the use of guidance and support to assist individuals to meet their development needs and to promote learner responsibility and autonomy. It explores the skills needed by teachers to be effective in this role and methods of facilitating progression to other sources of expertise. Completion of this Stage Two unit will ensure that candidates have covered underpinning values and important parts of the following FENTO standards: *Key Area A: Assessing learners' needs*, *Key Area D: Managing the learning process* and *Key Area E: Providing learners with support*.

---

## Unit aims

- to enable learners to access guidance and support in relation to identified needs and progression opportunities
- to establish methods of promoting learner responsibility and autonomy
- to understand ways of providing personal support for learners.

---

## Ability outcomes

By the end of the unit the candidate should be able to:

- 1 show how learners have been helped and encouraged to take more responsibility for organising their own learning and develop their study and work organisation skills
- 2 describe instances where opportunities have been taken to assist learners with improving their basic skills and Key Skills
- 3 show how feedback has been used during a review to recognise achievement and development needs with learners and record and agree future actions in accordance with organisational recording procedures
- 4 explain how they have helped learners to access and use additional learner support, particularly specialist services, including those for dealing with personal issues
- 5 describe how they have provided learners with clear information and statements about their experiences and achievements at the end of a learning programme
- 6 describe how learners have been provided with information about progression opportunities, their entitlements and how to access the range of services available
- 7 provide evidence of gathering from learners' information for evaluation purposes about their experience of the organisation.

---

## Indicative content

- analysis of support needs based on appropriate assessment information (eg initial assessment information)
- definition of mentoring and coaching; ways of involving the learner in decisions about her/his learning programmes; encouraging individuals to take responsibility for their own decisions and for their success as learners; options and opportunities for achieving personal goals; procedures for recording the formative and summative decisions made
- limitations of tutor support and referral decisions
- organisational services for supporting individual learners (eg dyslexia, hearing impairment, sight impairment)
- accessing specialist support from colleagues and external agencies both locally and nationally.

---

## FENTO standards covered in the unit

A2	C3	D2
d	f	g
	g	h
	h	i
		j

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---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, visiting speakers, case studies, simulations, set group activities.

---

## Assessment

Candidates are required to:

- 1 define a group of learners (ideally those identified in Unit 109) and describe how support and guidance can be provided
- 2 identify what agencies and support activities are available if a student needs to be referred
- 3 comment on the effectiveness of these agencies and support.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- collegiality and collaboration
- entitlement, equality and inclusiveness.

---

## Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Ashcroft K and Foreman-Peck L, 1994. *Managing Teaching and Learning in Further and Higher Education*. Falmer

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Kennedy H, 1997. *Widening Participation (the Kennedy Report)*. FE

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes



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## Assessment grid for Unit 115: Support and guidance

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

---

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
<hr/>		
1 Describe a group of learners (ideally those identified in Unit 109) and describe how support and guidance can be provided.		
<hr/>		
2 Identify what agencies and support activities are available if a student needs to be referred.		
<hr/>		
3 Comment on the effectiveness of these agencies and support.		
<hr/>		

Tutor signature: ..... Date: .....

# Unit 116: Assessment

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## Unit summary

This unit is about the use of assessment as a tool to measure learning, progress and achievement. It explores ways in which information is gathered and evaluated and can inform teaching strategies, teaching performance and internal and external stakeholders. Completion of this Stage Two unit will ensure that candidates have covered underpinning values and important parts of the following FENTO standards: *Key Area E: Providing learners with support* and *Key Area F: Assessing the outcomes of learning and learners' achievement*.

---

## Unit aims

- to identify and use appropriate assessment methods to measure learning and achievement
- to make use of assessment information to inform the success of teaching performance and strategies
- to use assessment information to provide appropriate internal and external stakeholders with information.

---

## Ability outcomes

By the end of the unit candidates should be able to:

- 1 identify and use an appropriate range of assessment methods that are fair and use realistic, relevant assessment activities to measure learning and achievement
- 2 describe how information was provided to learners for a specific assessment activity to ensure that they understood the purpose and nature of the assessment process and what it aimed to measure
- 3 describe the resources needed for carrying out the identified assessment and the procedures followed to ensure fair, equal and consistent assessment
- 4 record the outcomes of an assessment to meet the organisation's requirements and procedures
- 5 explain how learners were provided with feedback on the outcomes of assessment and how assessment records were used to create a feeling of ownership in relation to monitoring and review of progress
- 6 explain how the outcomes of an assessment have been used to measure how far learning objectives have been achieved, modify learning programmes and identify improvements to teaching
- 7 describe how assessment information has been used to evaluate their own teaching performance.

---

## Indicative content

- initial – formative – summative assessment techniques as a coherent process
- equality of opportunity and its impact on all stages of the assessment process
- definitions of validity and reliability and implications for assessment
- methods of keeping learners informed about the stages and purposes of assessment
- common assessment methods (eg competence and non-competence based methods) – their strengths and weaknesses and challenges for tutor teams, learners and others involved in the assessment process
- assessment methods and procedures required by awarding bodies
- consistency in assessment; standardisation; internal verification and moderation
- internal and external requirements for recording results; learners' responsibility for records of assessment and achievement; agreed timescales for assessment results; assessment results to appropriate stakeholders
- analysis of assessment result to inform amendments to learning programmes and individual programmes.

---

## FENTO standards covered in the unit

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E2	F1	F2
g	a	a
	b	b
	c	c
	d	d
	e	e
	f	f
	g	
	h	
	i	
	j	
	k	

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---

### Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: lectures/presentations, visiting speakers, small and large group set activities, case studies, discussion groups.

---

### Assessment

Candidates are required to:

- 1 review, with examples, the assessment methods available in teaching
- 2 describe the place of relevant validating bodies and the work done to ensure the validity and reliability of assessment
- 3 evaluate how the use of assessment results can be used to influence learning programme development.

Candidates may find it useful to link assignments 109, 110, 111, 114 and 116.

---

### Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- collegiality and collaboration
- entitlement, equality and inclusiveness.

---

### Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

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## Assessment grid for Unit 116: Assessment

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Review, with examples, the assessment methods available in teaching.		
2 Describe the place of relevant validating bodies and the work done to ensure the validity and reliability of assessment.		
3 Evaluate how the use of assessment results can be used to influence learning programme development.		

---

Tutor signature: ..... Date:.....

# Unit 117: Educational issues

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## Unit summary

This unit is about the impact of educational developments on teachers and requires candidates to research a current educational issue of importance, analyse and reflect on how it has impacted on their teaching and identify their own development needs. Completion of this Stage Two unit will ensure that candidates have covered underpinning values and important parts of the following FENTO standard: *Key Area G: Reflecting upon and evaluating one's own performance and planning future practice.*

---

## Unit aims

- to evaluate one's own professional practice
- to plan for future practice
- to engage in continuing professional development.

---

## Ability outcomes

By the end of the unit candidates should be able to:

- 1 Identify developments in vocational and other educational fields relevant to their own areas of work, and FE in general, and consider the relevance of those developments to their own practice
- 2 identify the extent and nature of their current knowledge and skills in relation to such developments and the demands of the job
- 3 show how they have created and used opportunities to question and evaluate their own practice, including key Skills, and sought audits of their competence from others
- 4 describe how they monitor curriculum developments in their own subject and keep up to date
- 5 identify where they have taken account of subject developments in the content of programmes and teaching that they deliver
- 6 explain where their knowledge and skills need updating and how this can be achieved
- 7 set goals and targets for their own development.

---

## Indicative content

- current local and national debates influencing Further Education and their impact on tutors' professional practice
- changes in the role of the FE practitioner and their implications for individuals and teams
- methods of updating skills, knowledge and competence – the concept of continuing professional development
- curriculum changes: national and local drivers for change, implications for individuals and tutor teams, redesign of programmes of learning to incorporate changes
- organisational and self-skills audit and analysis against organisational and national benchmarks, methods of updating
- goal setting, performance targets, key result areas.

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## FENTO standards covered in the unit

D6	G1	G2	G3
k	b	a	a
	c	b	b
	d	c	
	f	d	
	i		

---

---

### Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, peer presentations, website searches, group discussions, small and large group activities, visiting speakers.

---

### Assessment

Candidates are required to:

- 1 research and write a 2,000 word study in depth on an issue of educational importance related to their teaching role
- 2 as part of the study, analyse how this educational issue has impacted on the development of their professional ability.

---

### Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship, research and referencing.

---

### Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Huddleton P and Unwin L, 1997. *Teaching and Learning in Further Education: Diversity and Change*. Routledge

Moon J, 1999. *Reflection in Learning and Professional Development*. Kogan Page

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Reece I and Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. Business Education Publishers Ltd

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

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**Assessment grid Unit 117: Educational issues**

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

---

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Research and write a 2000 word study in depth on an issue of educational importance related to their teaching role.		
2 As part of the study, analyse how this educational issue has impacted on the development of their professional ability.		

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Tutor signature: ..... Date: .....

# Unit 118: Personal development

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## Unit summary

This unit is about the underpinning values and ethics within the FENTO standards. Candidates are asked to reflect on their practice and developmental progression as a teacher during the programme; they are also required to identify their future development needs and produce a plan for continuing professional development (CPD). Completion of this Stage Two unit will ensure that candidates have covered underpinning values and important parts of the following FENTO standards: *Key Area D: Managing the learning process*, *Key Area F: Assessing the outcomes of learning and learners' achievement* and *Key Area H: Meeting professional requirements*.

---

## Unit aims

- to work within a professional value base
- to conform to agreed codes of professional practice.

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## Ability outcomes

By the end of the unit candidates should be able to:

- 1 describe how their practice encourages learners to work effectively and take more responsibility for their own learning
- 2 identify examples of how they have shown a recognition of the diversity of learners' experience and supported their development needs
- 3 describe how their own practice promotes equality of opportunity and meets the needs of all learners
- 4 explain how they have worked within a team to benefit learners
- 5 describe how they are open to different approaches and perspectives on teaching and learning
- 6 show evaluation of their practice in relation to fostering a desire to learn, encouraging learners to work independently and to achieve to the best of their ability
- 7 identify an appropriate code of practice relevant to their vocational area and FE practice and explain how this is demonstrated towards learners and others.

---

## Indicative content

- core values of the professional post-16 practitioner: promoting independent learning, setting the learner and their needs at the centre of the learning process, respecting and acknowledging the views of the learners, building a positive learning climate, commitment of equality of opportunity and inclusiveness, using a teaching style conducive to success, personal behaviour as an appropriate model for colleagues and learners, organisational codes of professional conduct
- personal style and openness to constructive feedback, ideas and different approaches to improve and enrich learners' experience
- professional representation of the organisation and sector
- contribute to the quality assurance systems to measure and inform the quality of learning and teaching; support national audits and inspections; use this information to develop own teaching practice.



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## FENTO standards covered in the unit

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B2	D7	F2	H1	H2
a	a	c	a	a
	c		b	b
			c	c
			d	d
			e	e
			f	f
			h	h
			j	
			k	

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## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, peer presentations, case studies, simulations, large and small discussion groups, set group activities.

---

## Assessment

Candidates are required to:

- 1 keep a professional development journal (PDJ) to consider underpinning values and ethical issues
- 2 focus on future practice and professionalism
- 3 complete the synoptic summative profile as a method of summarising professional knowledge and understanding, skills and attitudes and draw up an action plan for continuing professional development (CPD).

The synoptic summative profile is designed to help candidates to summarise their learning gains, by cross-referencing their assignments to the two remaining elements of the FENTO standards:

- professional knowledge and understanding
- skills and attitudes.

Candidates should map their evidence on the programme against the statements in the grid. Candidates may make appropriate comments in the additional comments box, eg areas where they still need to improve etc.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship, ethical issues
- entitlement, equality and inclusiveness.

---

## Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn Thomson

Moon J, 1999. *Reflection in Learning and Professional Development*. Kogan Page

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Rogers A, 1986. *Teaching Adults*. OU

Walklin L, 1996. *Teaching and Learning in Further and Adult Education*. Stanley Thornes

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## Synoptic summative profile of personal skills and attributes

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<b>Personal skills</b>	<b>Reference to work completed on the programme</b>	<b>Additional comments</b>
Teachers and teaching teams should display the skills of:		
• analysis		
• evaluation		
• monitoring and reviewing		
• planning and prioritising		
• setting objectives		
• managing time		
• research and study		
• critical self-reflection		
• identifying, interpreting and applying specific knowledge to practice		
• problem-solving		
• creativity		
• decision-making		
• handling conflict		
<i>(continued on next page)</i>		

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## Synoptic summative profile of personal skills and attributes

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### Personal skills

Teachers and teaching teams should display the skills of:

### Reference to work completed on the programme

### Additional comments

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- establishing effective working relationships
  - communicating effectively with groups and individuals with specific reference to:
    - preparing effective written materials
    - listening and questioning skills
    - explaining ideas clearly
    - providing constructive feedback
    - contributing to group discussions
  - working collaboratively with others
  - networking
  - interviewing
  - negotiating
  - managing themselves
  - managing change
  - presenting and delivering information.
- 

**Continued on next page**

<b>Personal skills</b>	<b>Reference to work completed on the programme</b>	<b>Additional comments</b>
Teachers and teaching teams should possess and display:		
		<ul style="list-style-type: none"> <li>• personal impact and presence</li> </ul>
		<ul style="list-style-type: none"> <li>• enthusiasm</li> </ul>
		<ul style="list-style-type: none"> <li>• self-confidence</li> </ul>
		<ul style="list-style-type: none"> <li>• energy and persistence</li> </ul>
		<ul style="list-style-type: none"> <li>• reliability</li> </ul>
		<ul style="list-style-type: none"> <li>• intellectual rigour</li> </ul>
		<ul style="list-style-type: none"> <li>• integrity</li> </ul>
		<ul style="list-style-type: none"> <li>• appreciation of FE values and ethics</li> </ul>
		<ul style="list-style-type: none"> <li>• commitment to education and to learners' progress and achievement</li> </ul>
		<ul style="list-style-type: none"> <li>• readiness to adapt to changing circumstances and new ideas</li> </ul>
		<ul style="list-style-type: none"> <li>• realism</li> </ul>
		<ul style="list-style-type: none"> <li>• openness and responsiveness to others</li> </ul>
		<ul style="list-style-type: none"> <li>• acceptance of differing learning needs, expectations and styles</li> </ul>
		<ul style="list-style-type: none"> <li>• empathy, rapport and respect for learners and colleagues</li> </ul>
		<ul style="list-style-type: none"> <li>• assertiveness</li> </ul>

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## Summative profile of domain-wide knowledge applicable across all areas of professional practice

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	Reference to work completed on the programme	Additional comments
a	the place of FE within the wider context	
b	the aims, objectives and policies of the organisation in which the teacher works	
c	professional knowledge in their own subject area	
d	learning theory, teaching approaches and methodologies	
e	social and cultural diversity and its effects on learning and curriculum development and delivery	
f	the social, cultural and economic background of individual learners and the implications of this for learning and teaching	
g	ways of ensuring that linguistic diversity is valued and accommodated within programmes of learning and teaching	
h	current national and international initiatives and how they are interpreted within the strategic plan of the organisation	
i	current developments within their own specialist vocational or academic area of expertise and ways of keeping up to date with such developments	
j	the concept of inclusive learning	
k	learners' entitlements and issues related to the autonomy of the learner	

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**Continued on next page**

	<b>Reference to work completed on the programme</b>	<b>Additional comments</b>
l	the broad range of learning needs including the needs of those with learning difficulties and/or disabilities, and the facilities and arrangements that are available to help meet these needs	
m	the characteristics of effective learning	
n	how to measure effectiveness against a diverse range of quality indicators	
o	what constitutes best professional practice	
p	ways of analysing and using key information to inform teaching and learning	
q	effects of change on the FE sector and teachers' own practice	
r	methods of assessment	
s	information technology and how it can be used to extend and enhance learning	
t	ways of ensuring the currency and effectiveness of technical and educational competence and sources of professional development	
u	models of curriculum development and how they can be applied in their own area of work	
v	sources of funding and teachers' own contribution in accessing such funding	

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## Assessment grid for Unit 118: Personal development

We would recommend that this form is completed by the tutor and candidate for the assignment/unit

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<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Keep a personal development journal (PDJ) to consider underpinning values and ethical issues.		
2 Focus on future practice and professionalism.		
3 Complete the synoptic profile as a method of summarising professional knowledge and understanding, skills and attitudes, and draw up an action plan for continuing professional development (CPD).		

---

Tutor signature: ..... Date:.....

**Certificate in Further Education  
Teaching (7407) Level 4  
Guidance and units  
Stage Three**



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## Stage Three

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## Candidate questionnaire for entry to the Certificate in Further Education Teaching

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### Is this qualification right for me?

It is for:

- those working full and part time as teachers in further, community or adult education and basic skills
- those starting out in post-16 education and training who have access to the minimum teaching hours required for the certificate
- those working in the post-16 sector who deliver vocational learning to groups in a range of teaching situations.

If you can answer 'yes' to the following three questions, it is likely that the award may be appropriate for you.

Do you have a substantial teaching and training role delivering learning to groups?

yes no

Do you regularly deliver or are you about to deliver a minimum of 20 hours teaching in one of the contexts above?

yes no

Do you have subject-specific qualifications and/or experience in the subject in which you teach?

yes no

If you answered 'no' to any of these questions, this is probably not the right qualification for you, but one of our related qualifications may be appropriate. These are listed in Appendix E.

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### Do I need to do all stages of the qualification or can I gain exemption from any stage or stages?

As these certificates are at Level 4/HE1 and are aligned to the Further Educational National Training Organisation (FENTO) standards, exemption is unlikely as you will probably not have a qualification that directly equates with this award. However, if you can answer 'yes' to the following questions, it would be worthwhile discussing exemption with your centre.

Do you hold a certificate/certificates for one or more stages of a FENTO-endorsed qualification at Level 4 from another awarding body? yes no

If the answer is 'yes', you will need to show evidence of your certification.

Do you have experience or hold teaching awards at Level 3? yes no

If the answer is 'yes', you should explore accreditation of prior learning and experience (APL/APEL) with your centre. You will need to present evidence of your learning and practice to show you have covered all of the standards for which APL/APEL is claimed, which will include learning and teaching at Level 4/HE1. The evidence that you provide will be assessed against award requirements. The centre will advise you and provide information on what you may need to do to gain full credit.

## Overview of the 7407 Certificate in Further Education Teaching: Stages 1, 2 and 3

	Stage One	Stage Two	Stage Three
<b>Total minimum number of hours of study and practice</b>	65	130	180
<b>Minimum number of study hours (not including tutorial/support time)</b>	45	90	120
<b>Number of required teaching practice hours</b>	20	40	60
<b>Minimum observed and assessed teaching practice of at least 1 hour's duration</b>	<ul style="list-style-type: none"> <li>• 2 tutor observations</li> <li>• 1 observation by an experienced and qualified subject teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 2 tutor observations</li> <li>• 2 observations by an experienced and qualified subject teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 3 tutor observations (2 for candidates completing all 3 stages)</li> <li>• 2 observations by an experienced and qualified subject teacher</li> </ul>
<b>Units</b>	8	10	10
<b>Candidates</b>	Must be teaching in the post-16 sector		
<b>Assessment guidance</b>	Each unit has been mapped to the appropriate parts of the FENTO standards		
<b>Professional development journal/reflective practice</b>	A professional development journal to show personal reflection and evidence of reflective practice		
<b>Summative profile</b>	Summarises the FENTO knowledge and skills		
<b>Quality assurance</b>	Moderation		

# Part 1: Guidance

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## 1 Introduction to the Level 4 Certificate in Further Education Teaching

This guidance provides centres with recommendations for delivering and managing the City & Guilds Level 4 Certificate in Further Education Teaching. This is a three-stage programme, with Stages One, Two and Three together making up the full Certificate. Each stage is a qualification in its own right, and candidates may complete one or more stages according to their needs. These awards are endorsed by FENTO (the Further Educational National Training Organisation; see section 2 below). An overview of the full certificate is provided at the start of this document.

The certificate is designed for full-time and part-time teachers who are practising or starting out in post-16 education and training. We would recommend that potential candidates hold a professional qualification in the area in which they wish to teach at least one level higher than those they will be teaching. Appropriate levels of achievement in Key Skills may also be used on entry (see Appendix B).

In general terms, this award is aimed at:

- full- and part-time teachers in further, community or adult education and basic skills (shortened hereafter to 'Further Education' or 'FE' for ease of reference)
- those starting out in post-16 education and training who have access to the minimum teaching hours required for the certificate
- those working in the post-16 sector who deliver vocational learning to groups.

The questionnaire at the start of this document should help candidates determine if this is the right qualification for them.

---

## 2 Further Education teaching and training leading to FENTO based qualifications

Endorsed by FENTO, the lead body for the development, quality assurance and promotion of national standards for the Further Education sector, the City & Guilds Level 4 Certificate in Further Education Teaching is built on FENTO standards and the values that inform them.

The underlying values are:

- reflective practice and scholarship
- collegiality and collaboration
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

The standards consist of the three main elements:

- professional knowledge
- skills and attributes
- key areas of teaching.

The key areas of teaching are identified as:

- assessing learners' needs
- planning and preparing teaching and learning programmes for groups and individuals
- developing and using a range of teaching and learning techniques
- managing the learning process
- providing learners with support
- assessing the outcomes of learning and learners' achievements
- reflecting upon and evaluating one's own performance and planning future practice
- meeting professional requirements. This underpinning competence supports and informs all other processes.

(See Appendix A for the full text of the FENTO standards; and Appendix F, which maps the units that comprise this qualification to the FENTO standards.)

---

### 3 Overview of Stage Three requirements

The guidance and units provided in this document specifically cover Stage Three of the qualification. (Guidance and units for Stages One and Two are also available from City & Guilds.)

Stage Three comprises the ten units numbered 119 – 128 which are set out in detail in the second part of this document. Candidates will be awarded a Certificate of Unit Credit for each unit successfully completed. The award of the City & Guilds Certificate in Further Education Teaching (Stage Three) will depend on candidates successfully completing all ten units.

All candidates must be registered within four weeks of the start of the course through a City & Guilds centre approved to offer this qualification. (For details of centre approval, see section 16 below.)

Candidates will participate in a programme of guided study for a minimum of 120 hours. In addition a minimum of 60 hours of teaching or training must be recorded and documented during the programme for Stage Three. Each candidate's teaching must be observed by the programme tutor on at least three occasions (two occasions are sufficient for candidates completing all three stages of the award) and by an experienced and qualified subject teacher on at least two occasions. The minimum length of any teaching practice session observed by the tutor or subject teacher must be one hour. The teaching observation record must include session/lesson plans and an indication by the tutor or subject teacher of whether the teaching practice was satisfactory.

Candidates are required to organise their work in a systematic way and should aim to produce course files as follows:

**Teaching file** containing:

- session plans
- record of teaching hours with supporting documentation
- satisfactory teaching observation records

**Professional development file** containing:

- assignments
- professional development journal (PDJ; see section 10 below)
- summative profile.

---

## 4 Purpose of the scheme

The purpose of the scheme is to provide a thorough preparation for Further Education teaching. Already established nationally as the foremost qualification for teachers in post-compulsory education and training, it is intended as a qualification which will equip a wide range of teachers to support learners.

This qualification has been informed by the Quality Assurance Agency for Higher Education (QAA) framework for higher education qualifications in England, Wales and Northern Ireland. This requires candidates to demonstrate:

- knowledge of the underlying concepts and principles associated with their area(s) of study and an ability to evaluate and interpret these within the post-16 sector
- an ability to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of FE.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.

They will also have qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility (see Appendix K for additional guidance on level outcomes).

Specifically, the scheme is designed to enable candidates to:

- adopt an integrative approach to the theory and practice of teaching and training
- build up knowledge of principles of learning, teaching and assessment and evaluation
- analyse their students' abilities, potential and learning needs
- apply a range of methods and techniques of teaching, learning, assessment and evaluation, exploring such innovative approaches as may be appropriate
- design, organise and evaluate teaching and learning programmes
- adopt an innovative approach to collecting and using a wide range of teaching and learning resources, including developing their own skills in the use of Information Technology
- reflect on their own experience, practice, skills and potential for development
- develop their own communication and inter-personal skills
- develop an awareness of their professional role, the essential value systems which underpin it and the legal requirements for carrying out that role.



---

## 5 Scheme structure

Delivery of the qualification will vary and should take account of candidates' needs. It may include:

- intensive modular approaches providing they meet the minimum hours required. These modules could be structured to facilitate claims for CATS (credit accumulation transfer) points
  - Stage 1 – 15 CATS points
  - Stage 2 – 45 CATS points
  - Stage 3 – 60 CATS points(This is an example and points may vary between institutions. Centres should note that candidates who gain exemption from Stage One and complete only Stage Two may not have sufficient CATS points to gain entry to a Certificate in Education programme at a university.)
- distance learning modes, using self-learning packages
- weekend attendance plus work based tutorials
- parts of the scheme achieved by flexi-study.

A feature already in evidence in some centres is the growing use of computer-based training, including the Internet. As the scheme encourages innovative practice, the use of an approach combining face-to-face tuition, computer-assisted learning and distance learning is to be encouraged.

To ensure quality, the minimum requirement of 120 hours of study and 60 hours of teaching practice for Stage Three is an essential element which must be undertaken and supervised whatever the mode of delivery, and which should apply to the many variations in organisation of the Certificate in Further Education Teaching which may exist.

As far as possible the units have been expressed in a standard format which fits with QCA (Qualifications and Curriculum Authority) Design Principles for Higher Level Vocational Qualifications. Each unit comprises:

- **unit title:** based on FENTO Key Areas
- **unit summary:** summarises the aspects of the FENTO standards that are covered by the unit
- **unit aims:** the key areas of teaching covered by the unit
- **ability outcomes:** what the candidate should be able to do on completion of the unit
- **indicative content:** describes the key knowledge/understanding for each outcome identified in the unit and forms the basis for the development of a scheme of work
- **FENTO standards covered in the unit:** a more detailed grid showing the aspects of the FENTO standards that are covered by the unit
- **teaching and learning strategies:** a selection of strategies which may be used by tutors in the delivery of the unit
- **assessment:** the means by which the candidate will be assessed, in the form of an assignment. Also gives an indication of possible links between the assignments
- **underpinning values of the FENTO standards:** shows which FENTO values are particularly reflected in the unit/assignment. (Refer to Appendix A for a description of the values. 'Research and referencing' and 'ethical issues' are embedded within the FENTO value of 'Reflective practice and scholarship')
- **indicative reading:** a selection of recommended introductory texts relevant to the unit.

---

## 6 Course planning and delivery

In delivering the qualification, a clear link is expected to be made between process and practice. The relationship between the content of the unit and the demands made on the individual by their existing or future job should also be evident.

As long as the indicative content and assessment requirements of the units are met, tutors/lecturers can design the course delivery in any way they feel will meet the needs of their candidates as individuals, and as agreed by the External Moderator. Centres should consider the following aspects in order to assist in the effective delivery and management of the course:

- delivery, structure and content, and assessment methods to be used to meet the course requirements, including, where appropriate, how units can be linked
- resources required for preparing, implementing and managing the course
- review procedures to ensure that the course meets the needs of ever-changing professional practice
- learning needs of individual learners, and the provision of support and guidance
- course design and delivery to reflect the balance of knowledge and skills of the professional environment by integrating theory and practice in a holistic way to support the learning process
- opportunities to develop learning contracts that are mutually built and agreed by learners and tutors to address learning barriers, blocks or issues
- learning activities that meet the aims and outcomes of the course and that cover the FENTO standards
- liaison with stakeholders to ensure a relevant mode of delivery which maximises access and social inclusion and meets the needs of the candidates and the institution.

In addition:

- **guidance on resources:** centres must have an adequate learning environment and designated room for course delivery; candidates must have access to resources that reflect the Level 4 nature of the award. Centres must provide library facilities and access to a range of appropriate reading materials, such as books and journals, which support the indicative content of the award, together with access to up-to-date information technology. (See 'Indicative reading' within each unit and also Appendix G Resource list.)
- **guidance on staffing:** tutors for this award at Level 4 must hold a Cert Ed/equivalent qualification and have at least two years experience of teaching similar programmes. If the teaching team includes members selected on the basis of experience or specific expertise, their skills must be balanced by others within the team who hold a Cert Ed/equivalent qualification. Any unqualified members of the team must consider CPD (continued professional development) to obtain an appropriate teaching qualification. It is good practice to include external experts/specialists as speakers to enhance the learning experience, and centres are encouraged to do so where possible.

There are opportunities for aspects of Key Skills to be covered as appropriate throughout the teaching programme. These are: Communication Skills, Application of Number, Information Technology, Working with Others, Improving own Learning and Problem Solving (See the Key Skills signposting at Appendix B.)

It is essential that candidates and tutors/lecturers are aware of health and safety considerations at all times. The need to ensure that candidates preserve the health and safety of others as well as themselves should be emphasised.

It is recommended that centres cover the following in the delivery of the course where appropriate:

- equal opportunities
- spiritual, moral, social and cultural issues
- environmental education
- European dimension.

---

### Initial assessment

Candidates are likely to come from a variety of backgrounds, in that they will have had different education, training and work experiences, and they will also have differing ambitions and opportunities. Prior to candidates being accepted on the course tutors/lecturers must:

- conduct a sufficiently rigorous initial assessment for each candidate, so that prior learning and experience can be established and assessment strategies agreed (this must be recorded as the individual's initial assessment plan)
- consider the best approaches to learning for each candidate; this might include additional study or support prior to coming on the course or direction to an alternative learning programme.

Tutors/lecturers need to make these judgements by referring to the requirements of the awards. The initial assessment plan should record:

- prior learning and experience
- the type of course appropriate for the candidate
- the candidate's preferred learning style
- Key Skills strengths and weaknesses
- appropriateness of using open or distance learning
- a target date for completion of the award
- links to employer's training programme
- tutorial/study skills support as required
- the context and range of teaching opportunities that will be accessed.

**Note:** Some candidates may teach both adults and the 14-16 age group. This qualification is for those working in the post-16 education and training sector, and therefore the majority of their teaching must be demonstrated within that context.

When selecting approaches to learning and locations, tutors/lecturers should consider the result of the initial assessment as well as the availability and suitability of open or distance learning materials and other resources, or co-operative working with other centres.

Effective communication between the tutor and candidate is a key component of successful delivery. It is important that candidates know, for each assignment or activity, its purpose, the knowledge and skills required and the criteria for success. In addition, candidates should receive regular constructive feedback on their progress and achievement and also be provided with the opportunity to comment on their progress and the course from their own personal perspective.

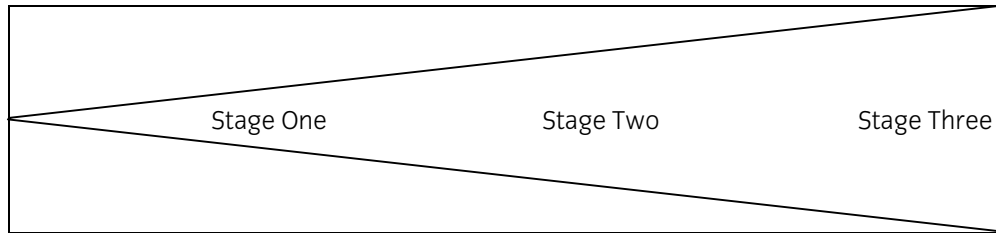
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### Guidance on producing assignments at Level 4

Candidates need to demonstrate in their assignments at all three stages a depth of knowledge and understanding appropriate to a Level 4/HE1 qualification. This should be reflected in:

- the relationship between the candidate's learning and practice
- evidence of research and reading relating to their programme of study, which is appropriately referenced and attributed (the Harvard system of citing references is preferred)
- the submission of well-prepared unit assignments of at least the minimum number of words. As a guide, each assignment is expected to be a minimum of 1,000 and not exceeding 2,000 words, except where stated in the assessment criteria. Where assignments are linked, the minimum number of words will be adjusted to reflect overlap between the different assignments' content.

While Stages One, Two and Three of the certificate are all Level 4/HE1 awards, and assignments are required to reflect this, centre teams need to be aware that there should be clear progression between the stages. As candidates progress to the next stage they will be broadening their knowledge of various aspects of teaching. For example, initial assessment is covered in all three stages, but the depth and breadth of knowledge and skills increase at each stage. The diagram below illustrates this development process.



*Broadening of FENTO coverage and breadth of study*

---

## **7 Entry requirements**

The Certificate in Further Education Teaching has been designed primarily for those in work, or with access to appropriate work experience. In order to achieve their full potential given the high level of understanding and skills needed, it is important that candidates have demonstrated the aptitude and potential to study and achieve at Level/HE1 prior to being accepted on the course. This would include a good command of written and spoken English.

Candidates must be appropriately qualified/experienced in the subject and for the level that they are teaching. The validity of any claims relating to qualifications/experience must be checked and recorded before candidates start the course.

---

### **Accreditation of Prior Learning and Experience (APL/APEL)**

Centres should consider evidence presented by candidates which demonstrates previous coverage of the relevant FENTO standards, and which is still current and valid. Some candidates may seek exemption from one or more stages or parts of stages on the basis APL/APEL. As the City & Guilds Certificate is at Level 4/HE1 and is aligned to FENTO standards, it is unlikely that candidates will hold awards that directly equate. Evidence must be provided that the coverage of the standards for which APL/APEL is sought has been at Level 4/HE1 as a minimum. Where a candidate can demonstrate full or partial coverage of the standards via a Level 3 qualification, they will need to demonstrate, through additional evidence, that their performance is at Level 4/HE1. Where a learner has not covered all the standards for which APL/APEL is claimed, additional work must be completed prior to enrolment on the programme.

---

## **8 Registration and certification process**

Candidates must be registered within four weeks of the start of the programme. Centres should submit registrations via the Walled Garden (the City & Guilds electronic administration service for centres) or on Form S (Registration), under scheme/complex number 7407-03 for Stage Three. As certificates are prepared directly from registration details, it is essential that they are correct. (Where candidates are being registered for the full certificate, comprised of three stages, the scheme/complex number 7407-04 should be used. Where candidates are being registered for individual Stage Three units, the scheme/complex number 7407-93 plus the unit number should be used.)

On receipt of registration via the Walled Garden or on Form S, City & Guilds will dispatch to the centre details of registration. Centres should retain a copy of the completed forms and details of registration until certificates are received.

When assignments have been successfully completed, candidate results should be submitted via the Walled Garden or on Form S (Results submission).

Candidates achieving one or more assessment components (see section 9) will receive a Certificate of Unit Credit listing the assessment components achieved. Candidates

achieving all ten units required for Stage Three will, in addition, be issued a Stage Three Certificate. (Candidates achieving the number and combination of assessment components required for Stages One, Two and Three will be issued the full Certificate.)

Certificates will not be processed by City & Guilds until internal and external moderation processes are complete.

## 9 Assessment components

Candidates who successfully complete Units 119 – 128 detailed below will be awarded the City & Guilds Level 4 Certificate in Further Education Teaching (Stage Three), endorsed by FENTO. The Stage Three Certificate would also contribute towards application for Licentiate Membership of City & Guilds.

Unit number	Unit title	Assessment components	Registration
Unit 119	Assessing learners' needs	Assignment 119	7407-03-119
			7407-04-119
			7407-93-119
Unit 120	Planning learning programmes	Assignment 120	7407-03-120
			7407-04-120
			7407-93-120
Unit 121	Accessing learning	Assignment 121	7407-03-121
			7407-04-121
			7407-93-121
Unit 122	Developing teaching and learning techniques	Assignment 122	7407-03-122
			7407-04-122
			7407-93-122
Unit 123	Managing the learning process	Assignment 123	7407-03-123
			7407-04-123
			7407-93-123
Unit 124	Maintaining quality	Assignment 124	7407-03-124
			7407-04-124
			7407-93-124
Unit 125	Providing learners with support	Assignment 125	7407-03-125
			7407-04-125
			7407-93-125
Unit 126	Assessing the outcomes of learning and learners' achievement	Assignment 126	7407-03-126
			7407-04-126
			7407-93-126
Unit 127	Continuing professional development	Assignment 127	7407-03-127
			7407-04-127
			7407-93-127
Unit 128	Working within a professional value base	Assignment 128	7407-03-128
			7407-04-128
			7407-93-128

**Note:** The scheme/complex number 03 should be used to register candidates for the Stage Three award. The scheme/complex number 04 should be used to register candidates for the full certificate, which is comprised of three stages. The scheme/complex number 93 should be used to register a candidate for individual units of the Stage Three award.

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## 10 Assessment procedures

Assessment of the candidates' achievement for Units 119 – 128 will be the responsibility of a designated tutor, assisted in many centres by a tutorial team. Further assistance may be sought from mentors, specialists and other appropriately experienced and qualified personnel, but subject to final assessment by the tutor. The tutor's role will include:

- ensuring that each candidate is fully briefed on the requirements
- providing guidance and support to candidates on the assessment requirements for each unit
- assessing the extent to which each candidate's work demonstrates that the assessment requirements have been met
- providing each candidate with prompt, accurate and constructive feedback
- keeping accurate and legible records
- meeting with the co-ordinator and other tutors to monitor, agree and maintain standards
- second marking allocated assignments.

**Note:** Where mentors or other specialists are used to carry out observations of practical teaching, they must hold a teaching qualification or receive training prior to carrying out any observation.

The assignment assessment sheet (see Appendix L) must be completed for each assignment. Where a centre chooses to use another form, this must contain the same information and be agreed by the External Moderator prior to use. Centres who wish to use their own forms must still complete the administration details at the top of the assignment assessment sheet and the assessment decision section at the bottom of the page. This must be attached to the assignment together with the centre's own form.

Assignments provided are mandatory and alternatives are not acceptable. (Full unit assignment details are given in the second part of this document). All of the ten units are of equal value in terms of final certification. Centres must not change assignment wording, however, assignments may be linked. All assignments are based on:

- a the underpinning values, attributes and skills of the FENTO standards and
- b the eight key areas of teaching within the FENTO standards.

Each assignment is designed to help candidates demonstrate that they have met the Ability Outcomes. In addition, Unit 127 synoptically covers the personal skills and attributes and the generic knowledge of the FENTO standards. The emphasis is on real activities which provide high-level evidence of teaching capacity.

Assignments may be combined, however, centres must continue to mark assignments individually for sampling by the Internal and External Moderators and for unit certification purposes. Examples of Stage Three assignments which may lend themselves to being linked are 119, 120, 122, 123 and 126. This is not mandatory, but External Moderators will be pleased to see evidence that centres are delivering teaching in a more holistic way.

Candidates are also required to keep a **professional development journal (PDJ)**. The PDJ is a reflective journal recording:

- what candidates have learned
- critical incidents and their personal responses to them
- their experiences in the classroom
- how the learning on the programme has informed changes in their attitudes, behaviour and practice.

Candidates should also highlight how they have met the FENTO values, namely:

- reflective practice and scholarship
- collegiality and collaboration
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

City & Guilds recommends that centres devise an internal policy for the deferral of candidates' work.

- **Extenuating/mitigating circumstances**

Where candidates have had to face very serious difficulties which have affected their study, these circumstances need to be over and above what might be deemed the normal demands and stresses of everyday life.

- **Deferral**

This should be awarded when a candidate has not achieved a unit but has valid reasons for not having done so, as stated in extenuating/mitigating circumstances above. The centre may allow a 'deferral' in the unit so that the candidate can take the assessment for that unit again as if for the first time.

- **Referral**

For candidates who do not achieve a unit at the first attempt, their result is usually deemed a 'refer'. This means that the candidate can have another attempt at the assessment. Candidates are advised to produce a first draft of their assignments for approval, advice and guidance by their tutor prior to submitting them for final assessment. An assignment may only be referred once before it is deemed to be a fail.

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## **11 Appeals**

This section relates to appeals against results from assessment of work.

It is a condition of centre approval that all centres must ensure that there is an appeals procedure available to candidates. The appeals procedure documentation must be included in the documentation sent to City & Guilds in the scheme approval submission.

If a candidate appeals against the result of the assessment, the course tutor and the programme director should try to resolve the problem in the first instance. If, however, the problem cannot be satisfactorily resolved, the External Moderator should be approached to offer independent advice. All appeals must be clearly documented by the centre co-ordinator and made available to the External Moderator and/or City & Guilds as appropriate.

City & Guilds will not enter into direct correspondence with the individual candidates concerning the results of their assessments unless they wish to appeal formally to City & Guilds regarding assessment decisions using the designated procedures. All appeals must be made to City & Guilds Head of Quality Services. Applications should be made as soon as possible after the assessment concerned and, at the latest, within three months of the issue of results. (The formal appeals procedure is attached at Appendix D.)

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## **12 Internal Moderation**

The centre must carry out an Internal Moderation which includes the double marking of at least one piece of work by each candidate. The second marker will be another person in the team who will sample, by independently marking a piece of work and comparing their assessment decisions with that of the primary marking tutor. Appropriate feedback should be provided to first markers where necessary. (See also section 14.)

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### 13 External Moderation

External Moderation visits for the Level 4 Certificate in Further Education Teaching will be separate from other award visits. The External Moderator will:

- monitor centre practice and quality procedures, including ensuring that documentation meets City & Guilds requirements, that the correct assessment procedures are followed and that Internal Moderation is carried out
- ensure delivery and resources are appropriate
- monitor teaching practice observations, assessment and feedback
- ensure assessment decisions are consistently accurate
- confirm assessment of candidates at each stage of the award at the end of that stage
- provide centres with advice and share good practice.

All centres will be visited on two occasions per year (and some centres will have a third visit). In addition to centre visits the External Moderator may carry out remote monitoring; this is likely where there is a large throughput of candidates or cohorts for a particular stage in a single year.

Visits regarding quality checks will usually be concerned with more than one stage.

In the **first quality check** the External Moderator will monitor:

- compliance with centre approval criteria (See section 16 below and Appendix J)
- coverage of FENTO standards
- programme of delivery, schemes of work and lesson plans
- APL/APEL records
- appropriate assessment practice and standards
- observation of practical teaching and feedback (including arrangements for, and records showing, teaching practice for each candidate)
- internal quality assurance (see section 14 below), including plans to second-mark and to sample:
  - a all candidates for each student group
  - b all units
  - c all forms of assessed work
  - d all tutors over a period of time
  - e practical teaching through brief observation of assessment and feedback to ensure the appropriate assessment activity is taking place.

The main purpose of the **second quality check** (which will not necessarily be the second visit) will be to confirm the results of candidates. The External Moderator will check:

- any action points from the first visit
- that Internal Moderation has been carried out as planned, including that a piece of every candidate's work has been sampled by a second marker and that appropriate feedback has been provided where necessary

**Note:**

- centres must provide all candidate work for the External Moderator's inspection
- the moderator will re-mark candidates' work without seeing previous marking decisions and feedback
- the work of each student group, completing each stage, will be externally moderated. It is advisable for External Moderators to sign Form S.
- sampling must take into consideration all the variable factors listed below and should, for efficiency's sake, be the smallest sample size possible that covers all factors. The sample must include:
  - a all units
  - b all assessors (and all sites if applicable)
  - c candidates at a range of abilities
  - d all borderline candidates.



The External Moderator will agree the results with the centre in one of the following ways:

- candidate results are approved
- candidate results must be amended as indicated
- assessment is not agreed and a further sample must be submitted
- assessment is not agreed and a further visit or a remote monitoring sample will be made.

Where a candidate's work has been passed by the centre, but is referred or failed by the External Moderator, the centre will need to remark the work of the assessor who marked that cohort. Likewise re-marking will also be necessary should a candidate's work be failed or referred by the centre and passed by the External Moderator.

Candidates are entitled to challenge both individual assessments and the overall assessment, which are subject to the conditions laid out in the appeals procedure set out in Appendix D.

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## **14 Internal Quality Assurance and standardisation**

### **Internal quality assurance**

Quality assurance refers to the way in which assessment decisions and quality procedures are monitored. Internal quality assurance is a requirement for all City & Guilds awards. Centres are required to set up systems and appoint appropriately qualified people to carry out this important function.

The quality assurance arrangements should include:

- monitoring the delivery of the programme
- monitoring the review of the programme
- planning and recording of continuing professional development for each member of staff
- systems for recording candidate details, progress and achievement; communication within the team, and with City & Guilds
- a strategy for ensuring consistency of assessment decisions through standardisation/moderation
- review and evaluation procedures – including contributions from candidates, staff, sponsors and action taken to pursue continuous improvement

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### **Internal standardisation**

Internal standardisation is an important part of the centre's quality assurance arrangements. Centres are required to show that all assessment is carried out in a similar way and to an equivalent standard across all staff carrying out assessments.

City & Guilds will require evidence of the internal standardisation process. This evidence will be in the form of records of decisions and discussions at meetings; marked candidate assignments and related assessment records.

A person should be nominated who co-ordinates the internal quality assurance arrangements. This person will

- hold a list of all current tutors and assessors
- ensure all assessors are working to the same standard
- co-ordinate regular quality assurance meetings
- ensure the marking of all assessors is sampled and standardised
- ensure regular sampling of the assessment decisions of all assessors
- maintain records of sampling and standardisation
- use reference and archived assignments to help fix the standard of marking at the centre
- contribute to the evaluation and development of the quality assurance of assessment process
- liaise with the External Moderator
- be required to attend external standardisation events arranged by City & Guilds.

**Note:** Any changes to the course team must be submitted, using Form APU, together with a relevant CV and photocopies of appropriate qualifications for each additional team member, prior to commencing their role on the 7407 programme.

Before marking, assessors should undertake a trial marking exercise of common assignments. This exercise is designed to enable assessors to agree a standard prior to marking the bulk of candidates' work. This exercise should be repeated at an appropriate stage during the course.

In all cases where there is more than one assessor marking assignments for a particular part of the course, the centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark.

A sample of assessment decisions for each assessor should be re-marked by an assessor independent of the candidate (see also 12 Internal Moderation). Where the re-marking of the sample reveals discrepancies, appropriate adjustments must be made to the assessment decisions of all candidates whose assignments were initially marked by any assessor whose marking does not align with the standard. This may include re-marking all the assignments marked by the assessor that are out of line with expected practice.

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### **Marking assignments**

Assessors must follow the requirements of the specifications and assessment criteria and assessment guidance (see section 6 and Appendix K). Decisions must be made in accordance with the assessment criteria for the assignment. The assessor must show clearly how the decisions have been made in relation to the assessment criteria. This approach will be useful to the candidate, facilitate the centre's standardisation process and enable the moderator to check assessor judgements against the criteria. The assessor's decisions must reflect the candidate's attainment.

Assessors must comment on the candidate's work, showing how the assessor made judgements that the candidate met the assessment criteria and level achieved, and why.

Centres must provide advice to assessors on marking and how to comment on candidates' work. Centre staff must use the City & Guilds 7407 Assignment Assessment Sheet and Assignment Moderation Sheet (see Appendix L), unless previously agreed with the External Moderator. Key evidence can be highlighted throughout the assignment either in the margin or the text. Comments on the assignment should reflect positive achievement as well as observations on where improvements could be made.

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### **Authenticity statement**

Centres must require candidates to confirm that the work presented for assessment is their own work.

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## **15 External standardisation**

Standardisation events will take place between October of one year and June of the next. They will be held on a regional/national basis on the same planned and agreed weeks in each region/nation and run by the Lead Verifier or Lead Moderator for the Level 4 Certificate in Further Education Training. There will be a separate standardisation event for each award stage and this will be attended by the regional/national team of External Moderators, together with course tutors from a number of centres within that region/nation.

- Stage One, October – December
- Stage Two, January – March
- Stage Three, March – June

Centres will be advised of the date of their regional/national events within this framework. Centres will be requested to take candidates' work to the regional/national standardisation meetings for the relevant award stage. Each sample of a candidate's work

must have attached both the Assignment Assessment Sheet and the Assignment Moderation Sheet (see Appendix L).

A report will be generated from each standardisation event and sent to the City & Guilds manager of the award.

The Chief Moderator and Lead Moderators will meet with the City & Guilds award manager once a year to review and evaluate the award in light of feedback from:

- centre standardisation activities
- External Moderator visits and remote monitoring
- external standardisation events and regional/national reports
- regional/national events and networks
- FENTO sampling feedback
- Government agencies.

The outcome of the award review will form the basis of an annual award report.

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## 16 Approval of centres

Centres wishing to offer City & Guilds qualifications must gain approval. New centres must apply for centre and scheme approval. Existing centres will need to obtain specific scheme approval to offer this award. Details of City & Guilds criteria and procedures can be found in Providing City & Guilds Qualifications, which may be obtained from City & Guilds.

Centres may seek approval for one or more stages. Approval is dependent on the following criteria:

- appropriate experience to deliver the indicative content of all the units
- a suitably qualified and experienced tutorial team who are themselves normally engaged in teaching adults
- evidence of adequate resources and opportunities for teaching practice
- a satisfactorily integrated programme demonstrating theory and practice
- a system for internal moderation and standardisation.

Centres must be able to ensure that there are appropriate opportunities for open communication between the course tutor, co-ordinator and Internal Moderator. Centres must also be able to provide secure arrangements for the storage of assessment documents and records. (See also Appendix J for programme delivery requirements)

An approval visit will be arranged and an External Moderator will check the centre has access to personnel, equipment, facilities and resources to provide proper assessments normally related to a practical workplace situation. External Moderators will check that there are sufficient and appropriate:

- **resources (both staff and physical)** Staff with qualifications and experience suitable for Level 4/HE1, including training arrangements for mentors and unqualified staff who will support candidates and contribute to teaching observations. Facilities adequate for the operational and administrative requirements of the scheme, including library and IT facilities appropriate and sufficient to meet requirements for the award
- **management systems**, including provisions for course review, monitoring of student perception of the course (SPOC), and appeals procedures
- **assessment procedures**, including approved tutors to conduct assessments
- **arrangements for programme delivery and practical teaching experience** Schemes of work and session plans developed in advance by the centre covering the indicative content. The criteria and process for agreeing teaching practice contexts and opportunities.
- **quality assurance and control.** A centre co-ordinator will be the point of contact for City & Guilds, and must ensure that internal quality assurance and internal standardisation are carried out in keeping with section 14 above.
- **equal opportunities monitoring**, including policies for entrance to the course as well as policies for resubmissions, appeals and all other aspects of the course. (See section 17 below and Appendix C for the City & Guilds policy on equal opportunities)

Centres are advised to consider the following in their application for scheme approval:

- indicate briefings/events attended relating to the Certificate in Further Education Teaching
- focused team curricula vitae (CVs) and recent evidence to show that staff are appropriately qualified to teach on the programme: eg training, research, consultancy publications, membership of professional body
- schemes of work, incorporating the weekly programme. Staff matched to the programme. Coverage of the FENTO standards through the programme
- criteria for the selection of mentors, who will carry out any observations relating to vocational specialisms, and arrangements for their training
- staff who would not be approved as lead tutor, including recent Certificated Further Education achiever – with less than two years working in this context and other tutors with less than two years within the post-16 sector.

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## **17 Equal opportunities**

Access to these awards is open to all entrants, irrespective of gender, race, creed, age or special needs. The course tutor will ensure that no candidate is subject to unfair discrimination on any of these grounds. City & Guilds will monitor the administration of these awards through its External Moderation to ensure that this policy is adhered to. (For further details of the City & Guilds policy on equal opportunities, see Appendix C.)

## Part 2: Stage Three units

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### Introduction to units

The following pages give the units and assignments for the City & Guilds Certificate in Further Education Teaching Stage Three. The units for Stage Three are:

- Unit 119 Assessing learners' needs
- Unit 120 Planning learning programmes
- Unit 121 Accessing learning
- Unit 122 Developing teaching and learning techniques
- Unit 123 Managing the learning process
- Unit 124 Maintaining quality
- Unit 125 Providing learners with support
- Unit 126 Assessing the outcomes of learning and learners' achievement
- Unit 127 Continuing professional development
- Unit 128 Working within a professional value base

The assessment for Stage Three may be done unit by unit, but learning may be improved if a more integrated approach is taken. The assignments for units 119, 120, 122, 123, and 126 lend themselves to being linked together. Assignment 127 also ties in with these units. Centres may combine assignments in any way they feel suitable. A separate assessment sheet (see Appendix L) must be completed for each of the combined assignments.

The ten Stage Three units allow the candidate to consider important aspects of the eight Key Areas of teaching of the FENTO standards. These ten assignments cover parts of the FENTO standards not considered within Stages One and Two. They are based on these Key Areas and their underpinning values (see Appendix A).

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## Key to units

**Unit title:** based on FENTO Key Areas.

**Unit summary:** the key areas of teaching of the FENTO standards that are covered by the unit.

**Unit aims:** the key areas of teaching covered by the unit.

**Ability outcomes:** what the candidate should be able to do on completion of the unit

**Indicative content:** describes the key knowledge/understanding for each outcome identified in the unit and forms the basis for the development of a scheme of work.

**FENTO standards covered in the unit:** a more detailed grid showing the aspects of the FENTO standards that are covered by the unit.

**Teaching and learning strategies:** a selection of strategies which may be used by tutors in the delivery of the unit.

**Assessment:** the means by which the candidate will be assessed, in the form of an assignment. Also gives an indication of the assignments which can be linked together.

**Underpinning values of the FENTO standards:** shows which FENTO values are particularly reflected in the unit/assignment. (See Appendix A for a description of the values.)

**Indicative reading:** a selection of recommended introductory texts relevant to the unit.

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# Unit 119: Assessing learners' needs

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## Unit summary

This unit is about identifying and planning for the needs of potential learners. It also requires candidates to show how they can initially assess learners using a range of techniques and strategies. Completion of this Stage Three unit will ensure that candidates have covered important underpinning values and important parts of the following FENTO standards: Key Area A: Assessing learners' needs and Key Area E: Providing learners with support

---

## Unit aims

- to identify and analyse initial assessment strategies and techniques to meet the needs of potential learners
- to implement an initial assessment and induction programme taking into consideration the diverse needs of learners.

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## Ability outcomes

By the end of this unit, candidates should be able to:

- 1 outline ways in which learners' prior learning and experience/achievements are taken into account during initial assessment
- 2 identify and critically evaluate a range of initial assessment techniques and strategies relating to experience, capabilities, aspirations and learning style
- 3 recognise learner support needs emerging from initial assessment and contribute to and maintain internal communication networks
- 4 produce evidence of carrying out initial assessment and induction.

---

## Indicative content

- APEL/APL/APA models (eg organisational, awarding body policies, proxy qualifications)
- psychometric tests: indicative assessments; BPS Level A and Level B assessment licensing; issues concerning use and mis-use of psychological testing
- initial assessment frameworks (eg learning styles): personal attributes, learning support, vocational preference, Key Skills, basic skills
- interpersonal skills needed in the initial assessment process – models of interviewing (eg Roger's seven-point plan)
- analysis of assessment results and implications for selection of appropriate learning programme, taking into account learning programme delivery networks including technical, administrative and support colleagues
- induction programmes: their design and delivery to different learners in different contexts, the organisation's expectation of the learner, health and safety requirements, guidance, vocational progression, financial and social aspects, records of induction procedures.

---

## FENTO standards covered in the unit

A1	A2	D6	E1
a	a	c	a
b	b		b
c	c		c
d	d		d
e	e		e
f	f		f
	g		g
	h		
	i		
	j		

---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: tutorials, group sessions, presentations, website searches, external expert/specialist speakers.

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## Assessment

Candidates are required to:

- 1 discuss a range of techniques used in the recruitment, initial assessment and induction of students in the institution
- 2 evaluate the effectiveness of the process
- 3 critically analyse the way in which learners' needs are met.

Candidates may find it useful to link assignments 119, 120, 122, 123 and 126.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- collegiality and collaboration
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

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## Indicative reading

For this unit, the following introductory texts are recommended:

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Kennedy H, 1997. *Widening Participation (the Kennedy Report)*. FE

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edn. Thomson

Walklin L, 1996. *Teaching and learning in Further and Adult Education*. Stanley Thornes

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

Also relevant:

Murphy, K and Davidshofer C, 1996. *Psychometric Testing: Principles and Applications*. Prentice Hall

Roger A, 1952. *The Seven Point Plan*. National Institute of Industrial Psychology



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## Assessment grid for Unit 119: Assess learners' needs

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

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**Assessment criteria**

Candidates are required to:

**How criteria have been met**

Candidate to complete

**Developmental comments**

Tutor to complete

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1 Discuss a range of techniques used in the recruitment, initial assessment and induction of students in the institution.

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2 Evaluate the effectiveness of the process.

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3 Analyse critically the way in which learners' needs are met.

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Tutor signature: ..... Date: .....

# Unit 120: Planning learning programmes

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## Unit summary

This unit is about interpreting curriculum requirements, defining syllabuses, and the process of designing schemes of work. It is also about selecting appropriate teaching techniques to accommodate different styles of learning both for individuals and groups. Importantly, it is about creating a safe learning environment. It also deals with enhancing the curriculum, including learning facilitated through IT. Completion of this Stage Three unit will ensure that candidates have covered important underpinning values and important parts of the following FENTO standard: Key Area B: Planning and preparing teaching and learning programmes for groups and individuals.

---

## Unit aims

- to identify the required outcomes of a learning programme
- to explore and discuss appropriate teaching and learning techniques to meet the required learning outcomes.

---

## Ability outcomes

By the end of this unit candidates should be able to:

- 1 describe the features of schemes of work and the curriculum
- 2 explain the role that syllabuses and learning objectives play in the development of learning programmes
- 3 compare a range of teaching and learning strategies used in different contexts and how they can be used with different learners to optimise their learning and development.

---

## Indicative content

- curriculum development/documentation: links with external requirements, relationship with syllabuses and schemes of work
- models of setting learning objectives (eg Bloom's taxonomy, which identifies cognitive, affective and psychomotor 'domains')
- methods of incorporating subject knowledge, as well as technical skills, basic skills and Key Skills, into schemes of work; flexible approaches to widen participation including e-learning and distance learning
- selecting teaching strategies and approaches (eg relationship to tutor's personality); the impact of different teaching strategies on varied learning styles
- key features of a positive classroom climate: aspects of trust, respect and support; acknowledgement of individual learning styles; identification of barriers to learning for different groups and individuals; realistic individual learning target-setting.

---

## FENTO standards covered in the unit

B1	B2	B3
a	a	c
b	b	e
c	c	f
d	d	g
e	e	h
f	f	

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---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: workshops, peer and tutor presentations, self directed learning.

---

## Assessment

Candidates are required to:

- 1 analyse the curriculum development issues in an area of teaching and indicate the impact that this has had on their practice.
- 2 design a programme of teaching to meet 60 hours of delivery.
- 3 produce at least four session plans which demonstrate innovation and imaginative delivery of the subject to meet particular student learning needs.

In addition to the assessment requirements above, most candidates will be observed on five different occasions, two observations by their tutor and two by an experienced and qualified subject teacher. The only exception is candidates who are enrolled for all three stages of the certificate, who may be observed only on two occasions by their tutor and two by a subject teacher. Each session observed will be a minimum of one hour in duration.

Candidates may find it useful to link assignments 119, 120, 122, 123 and 126.

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## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
  - the centrality of learning and learner autonomy.
- 

## Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*, rev edn Thomson.

Reece I & Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. Business Education Publishers Ltd

Walklin L, 1996. *Teaching and learning in Further and Adult Education*. Stanley Thornes

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

Also relevant:

Bloom B (ed), 1956. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longman

---

## Assessment grid for Unit 120: Planning learning programmes

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

---

**Assessment criteria**

Candidates are required to:

**How criteria have been met**

Candidate to complete

**Developmental comments**

Tutor to complete

---

1 Analyse the curriculum development issues in an area of teaching and indicate the impact that this has had on their practice.

---

2 Design a programme of teaching to meet 60 hours of delivery.

---

3 Produce at least four session plans which demonstrate innovation and imaginative delivery of the subject to meet particular student learning needs.

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Tutor signature: .....Date: .....

# Unit 121: Accessing learning

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## Unit summary

The key focus of this unit is defining a culture of open access and widening participation and inclusiveness. It also requires candidates to identify internal and external links to enhance curriculum delivery. Completion of this Stage Three unit will ensure that candidates have covered important underpinning values and important parts of the following FENTO standard: Key Area B: Planning and preparing teaching and learning programmes for groups and individuals.

---

## Unit aims

- to define inclusiveness and identify how this can be built into learning programmes to maximise access and equal opportunity
- to examine open access and widening participation strategies, implementation of policy and practice.

---

## Ability outcomes

By the end of this unit, candidates should be able to:

- 1 define widening participation in an educational context
- 2 discuss current national debates relating to widening participation
- 3 compare different educational organisations' approaches to accessing the curriculum and contribute to the design and development of learning programmes
- 4 analyse resource constraints and describe their influences on achieving widening participation in learning programmes.

---

## Indicative content

- defining widening participation; local implications and target groups; current national debates relating to widening participation
- methods of working with colleagues, external agencies or providers to widen participation in learning programmes
- teaching and learning strategies which specifically enhance opportunities for widening participation
- inclusiveness: current issues and debates, links with disability legislation
- organisational culture: its features and its impact on curriculum access; the process of development and validation of learning programmes
- relationship between widening participation, course design and delivery and resource constraints.

---

## FENTO standards covered in the unit

B3	D6	G2
a	a	a
b	b	b
d	f	
f		
h		

---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: workshops, visits to external agencies, peer organisation exchanges, website searches, self-directed learning, visiting speakers with specialist background, peer presentation, case studies.

---

## Assessment

Candidates are required to:

- 1 research and produce a report (2, 500 words) on how they and their organisation actively promote access and inclusivity to the learning process in line with legislation
- 2 provide examples to illustrate their organisation's access and inclusiveness strategy.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship, research and referencing
- entitlement, equality and inclusiveness.

---

## Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*, rev edn Thomson.

Walklin L, 1996. *Teaching and learning in Further and Adult Education*. Stanley Thornes

Reece I & Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. Business Education Publishers Ltd

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

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## Assessment grid for Unit 121: Accessing learning

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

---

### Assessment criteria

Candidates are required to:

### How criteria have been met

Candidate to complete

### Developmental comments

Tutor to complete

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1 Research and produce a report (2, 500 words) on how they and their organisation actively promote access and inclusivity to the learning process in line with legislation.

---

2 Provide examples to illustrate their organisation's access and inclusiveness strategy.

---

Tutor signature: ..... Date:.....

# Unit 122: Developing teaching and learning techniques

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## Unit summary

Learning theory is the key focus of this unit. The unit explores comparative models of learning theory and their practical application in the classroom. It also builds on the learning preferences of individuals and teaching and learning strategies to accommodate these. The motivational models are also explored in some detail, together with models of group growth and development. Completion of this Stage Three unit will ensure that candidates have covered important underpinning values and important parts of the following FENTO standard: Key Area C: Developing and using a range of teaching and learning techniques.

---

## Unit aims

- to analyse and contrast theoretical models which promote and encourage individual learning
- to evaluate group facilitation techniques and strategies
- to examine methods which encourage learning through experience.

---

## Ability outcomes

By the end of this unit, candidates should be able to:

- 1 use initial assessment information to deliver effective learning programmes
- 2 demonstrate their understanding of learning contracts
- 3 design, develop and manage group learning activities within resource constraints
- 4 plan and structure programmes to optimise opportunities for learners to learn from experience.

---

## Indicative content

- comparative models of learning theory: different approaches and perspectives eg Behaviourists – conditioned learning (eg Pavlov, Thorndike); Neo-behaviourists – reinforcement (eg Skinner, Gagne); Cognitivists’ process of learning – thinking, problem-solving, discovery (eg Asubel, Bruner); Humanists – student-centred learning (eg Rogers, Neill)
- individual approaches to learning: preferences; channels (eg audio visual, kinaesthetic); learning styles (eg Honey and Mumford Learning Style Inventory)
- learning contracts, learning goals, learning plans, organisational and other models, related resource implications and constraints
- group activities – models of group growth and development (eg Tuckman, Adair); use of group work in the learning context; tutor role and interventions
- teaching and learning strategies to build on prior experience and promote independence in learning – andragogy
- experiential learning – design and delivery
- motivation and learning (eg intrinsic/extrinsic motivation); reinforcement theory



---

## FENTO standards covered in the unit

C1	C2	C3
a	a	a
b	b	b
c	c	c
d	d	e
e	e	g
f	h	
h		

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---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: presentations, workshops, peer presentations, case studies expert/specialist speakers.

---

## Assessment

Candidates are required to:

- 1 select two models of learning theory and contrast their strengths and weaknesses
- 2 demonstrate how teaching and learning in a particular subject area will be improved by implementing the learning theories
- 3 critically assess the impact of new learning technologies and approaches in the light of the theories studied.

Candidates may find it useful to link assignments 119, 120, 122, 123 and 126.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

---

## Indicative reading

For this unit, the following introductory texts are recommended:

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*, rev edn Thomson.

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Reece I and Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. Business Education Publishers Ltd

Walklin L, 1996. *Teaching and learning in Further and Adult Education*. Stanley Thornes

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

Also relevant:

Honey P and Mumford A, 2000. *The Learning Styles Helper's Guide*, Peter Honey Publications

Honey P and Mumford A, 1992. *The Manual of Learning Styles*, Peter Honey Publications

Knowles M, 1984. *Andragogy in Action*, Jossey-Bass

Tuckman B, 1991. *Educational Psychology*. Thomson

General educational psychology texts and websites are a good source of information on Behaviourism, Cognitivism and other theories of learning.

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## Assessment grid for Unit 122: Developing teaching and learning techniques

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

---

**Assessment criteria**

Candidates are required to:

**How criteria have been met**

Candidate to complete

**Developmental comments**

Tutor to complete

---

1 Select two models of learning theory and contrast their strengths and weaknesses.

---

2 Demonstrate how teaching and learning in a particular subject area will be improved by implementing the learning theories.

---

3 Critically assess the impact of new learning technologies and approaches in the light of the theories studied.

---

Tutor signature: ..... Date: .....

# Unit 123: Managing the learning process

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## Unit summary

Establishing and maintaining an effective learning environment is the focus of this unit. Structuring learning and matching the format and level of materials to the abilities of learners will be explored in some detail. Additionally, consideration will be given to setting tasks for learners which foster their curiosity, creativity, ability and independence as learners. Candidates will also focus on the communication techniques and strategies applied in the classroom to support learning and development. Completion of this Stage Three unit will ensure that candidates have covered important underpinning values and important parts of the following FENTO standard: Key Area D: Managing the learning process.

---

## Unit aims

- to establish and maintain an effective learning environment
- to plan and structure learning activities
- to select, develop and evaluate resources to support learning.

---

## Ability outcomes

By the end of this unit, candidates should be able to:

- 1 describe appropriate teaching and learning methods which create an effective learning climate
- 2 identify and evaluate appropriate support materials to meet learners' needs
- 3 recognise opportunities for improving learners' basic and key skills
- 4 outline methods of supporting and developing the study skills of learners.

---

## Indicative content

- the features of an effective learning environment: motivation, enthusiasm, security, trust, confidence; their relationship with motivational models (eg Maslow)
- teaching styles: communication techniques and strategies (eg a discussion of theories underlying such approaches as Transactional Analysis and Neuro Linguistic Programming); their application in the classroom; listening, responding and collecting feedback from learners on their learning
- session planning: organisation and resources to meet a range of different learner needs
- task setting: national and organisational targets; levelling of material and tasks to ensure success in mixed ability groups
- the purpose and process of differentiation to meet the needs of all students including those with disabilities (eg sight, hearing impairment)
- integration of Key Skills, basic skills and core skills: awarding bodies' guidance and requirements; organisational policy, support and guidance.

---

## FENTO standards covered in the unit

D1	D2	D3	D4
a	a	a	b
b	b	b	c
c	c	c	d
d	d	d	
	e	e	
	f	f	
	g		
	h		
	j		

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---

### Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: web-based searches, workshops, group tutorials, group projects, external specialist speakers.

---

### Assessment

Candidates are required to:

- 1 analyse the role motivation plays in the learning process with reference to appropriate theory
- 2 contrast a range of teaching styles and identify their strengths and weaknesses.

Candidates may find it useful to link assignments 119, 120, 122, 123 and 126.

---

### Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- collegiality and collaboration
- the centrality of learning and learner autonomy
- entitlement, equality and inclusiveness.

---

### Indicative reading

For this unit, the following introductory texts are recommended:

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*, rev edn Thomson.

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Reece I & Walker S, 2000. *Teaching, Training and Learning: A Practical Guide*. Business Education Publishers Ltd

Walklin L, 1996. *Teaching and learning in Further and Adult Education*. Stanley Thornes

Wallace S, 2001. *Teaching and Supporting Learning in Further Education*. Learning Matters Ltd

Also relevant:

Maslow A, 1954. *Motivation and Personality*. Harper and Row

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## Assessment grid for Unit 123: Managing the learning process

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

---

### Assessment criteria

Candidates are required to:

### How criteria have been met

Candidate to complete

### Developmental comments

Tutor to complete

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1 Analyse the role motivation plays in the learning process with reference to appropriate theory.

---

2 Contrast the range of teaching styles and identify their strengths and weaknesses.

---

Tutor signature: ..... Date: .....

# Unit 124: Maintaining quality

---

## Unit summary

Quality assurance processes and procedures are the focus of this unit. This will include methods of collection of qualitative and quantitative data, questionnaire design and delivery and presentation of data in appropriate formats. It also looks at how data is fed into organisational management information systems. Completion of this Stage Three unit will ensure that candidates have covered important underpinning values and important parts of the following FENTO standard: Key Area D: Managing the learning process.

---

## Unit aims

- to identify quality assurance models appropriate to the FE sector
- to consider personal contribution to the organisation quality assurance system.

---

## Ability outcomes

By the end of this unit candidates should be able to:

- 1 identify ways of working collaboratively with colleagues and external stakeholders to design, deliver, review and evaluate learning programmes
- 2 gather and analyse data to inform the quality assurance process
- 3 describe their personal contribution to ensuring the quality of service they provide to learners
- 4 provide evidence of feeding back information to promote continuous improvement.

---

## Indicative content

- models of quality assurance (eg Total quality), self-assessment, auditing body quality assurance regulations and requirements
- qualitative and quantitative data collection methods; questionnaires to meet different students' needs/understanding, questionnaire field testing and delivery; contribution of questionnaire data to organisational continuous improvement
- organisational management information systems and methods of incorporating quality assurance statistical information
- presentation of data in an appropriate format
- revisions – amendments to programme design and delivery based on analysis of internal and external data analysis
- establishing appropriate links and liaising with external stakeholders
- organisational issues surrounding retention and achievement.

---

## FENTO standards covered in the unit

D6	D7
c	a
d	b
e	c
j	d
	e
	f
	g
	h

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---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: guided individual learning, self-study packs, workshops, case studies, peer presentations, specialist speakers.

---

## Assessment

Candidates are required to:

- produce a report and documentary evidence that indicate their contribution and collaboration with others towards the design, development, validation and evaluation of a learning programme
- analyse how these processes contribute to the organisation's quality assurance system
- identify recommendations for further development in the report.

The report should be approximately 2, 500 words in length and should demonstrate professional understanding, contribution to the organisation's curriculum development and review processes.

---

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- collegiality and collaboration.

---

## Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*, rev edn Thomson.

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes



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**Assessment grid for Unit 124: Maintaining quality**

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

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<b>Assessment criteria</b> Candidates are required to:	<b>How criteria have been met</b> Candidate to complete	<b>Developmental comments</b> Tutor to complete
1 Produce a report and documentary evidence that indicate their contribution and collaboration with others towards the design, development, validation and evaluation of a learning programme.		
2 Analyse how these processes contribute to the organisation's quality assurance system.		
3 Identify recommendations for further development in the report.		

---

Tutor signature: ..... Date: .....

# Unit 125: Providing learners with support

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## Unit summary

This unit is about providing learners with support. It identifies learners' needs in terms of definition and statutory requirements and also looks at support strategies for different types of needs, both internally and externally. The tutor's role is explored in some depth using counselling and mentoring theories as models. Study skills required by learners to complete their learning programmes successfully are identified. Completion of this Stage Three unit will ensure that candidates have covered important underpinning values and important parts of the following FENTO standards: Key Area C: Developing and using a range of teaching and learning techniques, Key Area D: Managing the learning process and Key Area E: Providing learners with support.

---

## Unit aims

- to identify induction strategy and its impact on learners in FE
- to explore effective learning support and guidance opportunities for learners.

---

## Ability outcomes

By the end of this unit, candidates should be able to:

- 1 demonstrate ways in which they have contributed to the design and implementation of an induction programme
- 2 outline methods of providing advice and guidance to individual learners
- 3 describe recording and evaluation induction techniques
- 4 confirm effectiveness for learner – initial, formative and summative review procedures

---

## Indicative content

- learning needs: definitions, statutory requirements and implications for the tutor and learner
- support strategies for different types of need: learning, social, health; local and national support agencies and organisations
- resources required to meet learners' needs, including IT; implications for the provision of appropriate support; organisational procedures; sources of financial and specialist support and resources
- the tutor's role in identifying support needs; counselling and mentoring models (eg Egan's skilled helper); limits of intervention; advocacy – definition and implication for those supporting the learner
- methods of developing study skills: reading, writing techniques, assignment/project planning and preparation, time management
- methods for monitoring and evaluating support materials and their effectiveness for individual learners; modification of materials and resources in the light of evaluation data
- provision of information about progression: colleagues, organisational/external specialists –from vocational and other educational fields; tutor's role in the provision of formative and summative information to support decisions about progression.

---

## FENTO standards covered in the unit

C2	C3	D2	D4	D5	E2	E3	E4	H2
F	d	i	a	a	a	a	a	b
	e	j	e	b	b	b	b	c
	f		f	c	c	c	c	
	g		g	d	d	d	d	
	i			e	e	e	e	
				f	f	f	f	
				g	g	g	g	
				h				
				j				

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---

## Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: case studies, workshops, peer presentations, personal research, guided learning, specialist speakers.

---

## Assessment

Candidates are required to:

- 1 identify two students and a) highlight how they provide guidance and b) reflect on the extent of their personal role in providing support to learners during their learning programme (approximately 2000 words)
  - 2 evaluate the support facilities available to these learners both within and outside the organisation
  - 3 summarise the additional guidance service(s) available to other learners in the organisation.
- 

## Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
  - collegiality and collaboration
  - entitlement, equality and inclusiveness.
- 

## Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Ashcroft K and Foreman-Peck L, 1994. *Managing Teaching and Learning in Further and Higher Education*. Falmer

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Kennedy H, 1997. *Widening Participation (the Kennedy Report)*. FE

Minton D, 2000. *Teaching Skills in Further and Adult Education*, rev edn Thomson.

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Also relevant:

Egan, G, 2002. *Skilled Helper*. 7th edn Thomson Learning

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## Assessment grid for Unit 125: Providing learners with support

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Identify two students and a) highlight how they provide guidance and b) reflect on the extent of their personal role in providing support to learners during their learning programme (approximately 2,000 words).		
2 Evaluate the support facilities available to these learners both within and outside the organisation.		
3 Summarise the additional guidance service(s) available to other learners in the organisation.		

Tutor signature: ..... Date: .....

# Unit 126: Assessing the outcomes of learning and learners' achievement

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## Unit summary

This unit is about assessing the outcomes of learning. It includes the phases of assessment, types of assessment and their purposes and the technical methods of assessment. Internal and external policies are also explored, as are the methods of using these to make curriculum revisions. Completion of this Stage Three unit will ensure that candidates have covered important underpinning values and important parts of the following FENTO standards: *Key Area C: Developing and using a range of teaching and learning techniques, Key Area D: Managing the learning process and Key Area F: Assessing the outcomes of learning and learners' achievement.*

---

## Unit aims

- to understand how to use appropriate assessment methods and information to measure learning and achievement
- to analyse the strategies for giving constructive and positive feedback to learners.

---

## Ability outcomes

By the end of this unit candidates should be able to:

- 1 critically evaluate a range of assessment methodologies
- 2 define the key features of a coherent, effective and appropriate assessment process
- 3 use assessment information to make informed judgements on a learner's progress
- 4 demonstrate the skills of effective feedback to learners on their progress and achievement.

---

## Indicative content

- the phases of assessment: initial, formative and summative; definitions and purposes; designing assessment procedures; equality of opportunity in assessments
- types of assessment and their purposes; appropriateness for the subject being assessed; norm- and criterion-referenced assessment; competence based assessment, validity and reliability in all phases of the assessment
- methods of assessment: examination, open book examination, multiple choice, short/long answer tests, case study, oral questioning, professional discussion
- defining the process and purpose of assessments for the learner; assessment conditions: pace, place, personnel; roles and responsibilities of the learner and the tutor
- organisational, awarding body and national assessment policies and procedures; standardisation and moderation rationale and implementation
- models of constructive feedback; timescales for feedback; competence based and non competence based record-keeping and tracking of achievement; learners' and tutors' roles in this process
- methods of using assessment information to make curriculum revisions: revisions to learning objectives, revisions to teaching and learning strategies, modification of individual learning programmes, differentiation of materials
- ways of determining the assessment information required by the organisation and external stakeholders; methods to determine confidential assessment information and what should be withheld in the interests of the learner.

---

## FENTO standards covered in the unit

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C1	C2	C3	D4	D6	D7	F1	F2
g	g	h	e	g i k	g	a b c d e f g h j k l	a b c d e f

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---

### Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: workshops, peer learning, peer presentations, case studies.

---

### Assessment

Candidates are required to:

- 1 research and write a 2, 500 word report which evaluates assessment strategies and systems drawn from a programme or programmes.
- 2 within the report, show how these meet local, institutional and organisational requirements.
- 3 include evidence of how these assessment strategies and systems have taken into consideration current national developments.

Candidates should ensure that in their teaching programme they clearly identify the assessment strategies they employ and explain how the results are used.

Candidates may find it useful to link assignments 119, 120, 122, 123 and 126.

---

### Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- collegiality and collaboration
- entitlement, equality and inclusiveness.

---

### Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Curzon L B, 1997. *Teaching in Further Education: An Outline of Principles and Practice*. 5th edn Cassell

Minton D, 2000. *Teaching Skills in Further and Adult Education*, rev edn Thomson.

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

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## Assessment grid for Unit 126: Assessing the outcomes of learning and learners' achievement

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

<b>Assessment criteria</b> Candidates are required to:	<b>How criteria have been met</b> Candidate to complete	<b>Developmental comments</b> Tutor to complete
1 Research and write a 2,500 word report which evaluates assessment strategies and systems drawn from a programme or programmes.		
2 Within the report, show how these meet local, institutional and organisational requirements.		
3 Include evidence of how these assessment strategies and systems have taken into consideration current national developments.		

---

Tutor signature: ..... Date: .....

# Unit 127: Continuing professional development

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## Unit summary

This unit is about current debates and emerging policy in continuing and further education. It explores the changes in the candidate's specialist area and the impact on curriculum and session plans. Self-evaluation techniques and their links with appraisal systems are also examined. Review of personal practice is also covered as well as current thinking about models of continuing professional development (CPD). Completion of this Stage Three unit will ensure that candidates have covered important underpinning values and important parts of the following FENTO standard: *Key Area G: Reflecting upon and evaluating one's own performance and planning future practice.*

---

## Unit aims

- to explore techniques for evaluating own practice
- to identify strategies for planning future practice
- to assess ways of continuing to develop professional practice.

---

## Ability outcomes

By the end of this unit, candidates should be able to:

- 1 describe and demonstrate evaluation of own practice
- 2 outline a variety of strategies in relation to planning future practice
- 3 discuss the meaning and practical implications of CPD.

---

## Indicative content

- current debates, strategies and emerging policy relating to the further and continuing education sector; relationship with own role, responsibilities and practice
- changes impacting on the teacher's specialist area; methods of reviewing local and national developments and issues; sources of labour market intelligence and industry sector intelligence and developments; relevance of changes to curriculum area and learning programmes
- self evaluation techniques and strategies: 360 degree feedback, peer review, performance appraisal, annual performance targets and links with departmental and organisational plans, links with external audit requirements
- analysing information to revise own practice: team meetings, sharing expertise with colleagues, personal research and cost-effective ways of accessing sources of professional updating, methods of updating, visits/short term placements in commercial/industrial setting
- personal goal and target setting – SMART objectives.



---

## FENTO standards covered in the unit

D5	D6	G1	G2	G3	H1
J	h	a	a	a	e
		b	b	b	
		c	c	c	
		d	d	d	
		e	e	e	
		f	f		
		g			
		h			
		i			
		j			

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### Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: external speakers, lectures, case studies, presentations, website searches.

---

### Assessment

Candidates are required to:

- 1 keep a professional development journal (PDJ) to consider underpinning values and ethical issues. Candidates may build upon the professional development journal kept during Stages One and Two.
- 2 focus on future practice and professionalism.
- 3 complete the synoptic summative profile as a method of summarising professional knowledge and understanding, skills and attitudes, and draw up an action plan for continuing professional development.

The synoptic summative profile is designed to help candidates to summarise their learning gains, by cross-referencing their assignments to the two remaining elements of the FENTO standard:

- professional knowledge and understanding
- skills and attitudes.

Candidates should map their evidence on the programme against the statements in the grid. Candidates may make appropriate comments in the additional comments box, eg: areas where they still need to improve etc.

---

### Underpinning values of the FENTO standards

This unit/assignment should reflect the following values:

- reflective practice and scholarship
- entitlement, equality and inclusiveness.

---

### Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edition Thomson

Moon J, 1999. *Reflection in Learning and Professional Development*. Kogan Page

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Rogers A, 1986. *Teaching Adults*. OU

Walklin L, 1996. *Teaching and Learning in Further and Adult Education*. Stanley Thornes

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## Synoptic summative profile of personal skills and attributes

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Personal skills	Reference to work completed on the programme	Additional comments
Teachers and teaching teams should display the skills of:		
• analysis		
• evaluation		
• monitoring and reviewing		
• planning and prioritising		
• setting objectives		
• managing time		
• research and study		
• critical self-reflection		
• identifying, interpreting and applying specific knowledge to practice		
• handling conflict		
• problem-solving		
• creativity		
• decision-making (continued on next page)		

Personal skills	Reference to work completed on the programme	Additional comments
Teachers and teaching teams should display the skills of:		
	<ul style="list-style-type: none"> <li>• establishing effective working relationships</li> </ul>	
	<ul style="list-style-type: none"> <li>• communicating effectively with groups and individuals with specific reference to:               <ul style="list-style-type: none"> <li>• preparing effective written materials</li> <li>• listening and questioning skills</li> <li>• explaining ideas clearly</li> <li>• providing constructive feedback</li> <li>• contributing to group discussions</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>• working collaboratively with others</li> </ul>	
	<ul style="list-style-type: none"> <li>• networking</li> </ul>	
	<ul style="list-style-type: none"> <li>• interviewing</li> </ul>	
	<ul style="list-style-type: none"> <li>• negotiating</li> </ul>	
	<ul style="list-style-type: none"> <li>• managing themselves</li> </ul>	
	<ul style="list-style-type: none"> <li>• managing change</li> </ul>	
	<ul style="list-style-type: none"> <li>• presenting and delivering information</li> </ul>	

<b>Personal attributes</b> Teachers and teaching teams should possess and display:	<b>Reference to work completed on the programme</b>	<b>Additional comments</b>
<ul style="list-style-type: none"> <li>personal impact and presence</li> </ul>		
<ul style="list-style-type: none"> <li>enthusiasm</li> </ul>		
<ul style="list-style-type: none"> <li>self-confidence</li> </ul>		
<ul style="list-style-type: none"> <li>energy and persistence</li> </ul>		
<ul style="list-style-type: none"> <li>reliability</li> </ul>		
<ul style="list-style-type: none"> <li>intellectual rigour</li> </ul>		
<ul style="list-style-type: none"> <li>integrity</li> </ul>		
<ul style="list-style-type: none"> <li>appreciation of FE values and ethics</li> </ul>		
<ul style="list-style-type: none"> <li>commitment to education and to learners' progress and achievement</li> </ul>		
<ul style="list-style-type: none"> <li>readiness to adapt to changing circumstances and new ideas</li> </ul>		
<ul style="list-style-type: none"> <li>realism</li> </ul>		
<ul style="list-style-type: none"> <li>openness and responsiveness to others</li> </ul>		
<ul style="list-style-type: none"> <li>acceptance of differing learning needs, expectations and styles</li> </ul>		
<ul style="list-style-type: none"> <li>empathy, rapport and respect for learners and colleagues</li> </ul>		
<ul style="list-style-type: none"> <li>assertiveness</li> </ul>		

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## Synoptic summative profile of domain-wide knowledge applicable across all areas of professional practice

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Reference to work completed on the programme	Additional comments
a the place of FE within the wider context	
b the aims, objectives and policies of the organisation in which the teacher works	
c professional knowledge in their own subject area	
d learning theory, teaching approaches and methodologies	
e social and cultural diversity and its effects on learning and curriculum development and delivery	
f the social, cultural and economic background of individual learners and the implications of this for learning and teaching	
g ways of ensuring that linguistic diversity is valued and accommodated within programmes of learning and teaching	
h current national and international initiatives and how they are interpreted within the strategic plan of the organisation	
i current developments within their own specialist vocational or academic area of expertise and ways of keeping up to date with such developments	
j the concept of inclusive learning	
k learners' entitlements and issues related to the autonomy of the learner	
(continued on next page)	

---

Reference to work completed on the programme	Additional comments
l the broad range of learning needs including the needs of those with learning difficulties and/or disabilities, and the facilities and arrangements that are available to help meet these needs	
m the characteristics of effective learning	
n how to measure effectiveness against a diverse range of quality indicators	
o what constitutes best professional practice	
p ways of analysing and using key information to inform teaching and learning	
q effects of change on the FE sector and teachers' own practice	
r methods of assessment	
s information technology and how it can be used to extend and enhance learning	
t ways of ensuring the currency and effectiveness of technical and educational competence and sources of professional development	
u models of curriculum development and how they can be applied in their own area of work	
v sources of funding and teachers' own contribution in accessing such funding	

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## Assessment grid for Unit 127: Continuing professional development

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Keep a professional development journal (PDJ) to consider underpinning values and ethical issues. Candidates may build upon the professional development journal kept during Stages One and Two.		
2 Focus on future practice and professionalism.		
3 Complete the synoptic profile as a method of summarising professional knowledge and understanding, skills and attitudes, and draw up an action plan for continuing professional development.		

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Tutor signature: ..... Date: .....

# Unit 128: Working within a professional value base

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## Unit summary

This unit is central to the delivery of the whole of Stage Three. The philosophy of working in the post-16 sector and the core value base of the post-16 practitioner are identified as well as the skills and knowledge underpinning these. Additionally, personal style and professional manner are explored in detail. Completion of this Stage Three unit will ensure that candidates have covered important underpinning values and important parts of the following FENTO standard: Key Area H: Meeting professional requirements.

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## Unit aims

- to examine the concepts of the core value base of the FE practitioner
- to identify the process and practice of adhering to agreed codes of professional practice.

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## Ability outcomes

By the end of this unit, candidates should be able to:

- 1 demonstrate the ability to evaluate their own and others' values, beliefs and motivations
- 2 outline the key core values of the effective FE practitioner
- 3 define the behaviour models and modelling required of the FE professional
- 4 discuss methods of communicating information to others to inform the quality of teaching within the organisation.

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## Indicative content

- methods of evaluating the value base of those with an interest in the learning process: stakeholder analysis, stakeholder/shareholder motivation and values; commercial non-profit cultural norms and differences
- core values of the post-16 practitioner: promoting independent learning, learner centredness, definition of these terms and their implications for the organisation and the teacher, respecting and acknowledging the views of learners, building a positive learning climate, ways of demonstrating equality of opportunity and inclusiveness, use of teaching styles to promote learner success, personal behaviour models, organisational codes of professional conduct
- personal style and openness to constructive feedback and ideas, ways of incorporating different approaches to improve and enrich learners' experience, personal power base, role and role conflict, adaptability and reaction to change, change cycle
- ways of representing the organisation and sector in a professional manner
- mechanisms for contributing to external and internal quality assurance systems; methods of using this information to develop teaching practice with others within the organisation.



---

## FENTO standards covered in the unit

H1	H2
a	a
b	b
c	c
d	d
e	e
f	f
g	g
h	h
i	i
j	
k	

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### Teaching and learning strategies

Strategies used by tutors in the delivery of this unit are likely to include a selection of the following: external speakers, lectures, case studies, peer presentations, website searches.

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### Assessment

Candidates are required to write a paper of approximately 2,000 words to discuss the issues involved in working within a professional value base and how to conform to agreed codes of professional practice.

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### Underpinning values of the FENTO standards

This unit/assignment should reflect the following value:

- reflective practice and scholarship, research and referencing, ethical issues.

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### Indicative reading

For this unit, the following introductory texts are recommended:

Armitage A, 1999. *Teaching and Training in Post Compulsory Education*. OUP

Minton D, 2000. *Teaching Skills in Further and Adult Education*. rev edition Thomson

Moon J, 1999. *Reflection in Learning and Professional Development*. Kogan Page

Petty G, 1998. *Teaching Today: A Practical Guide*. Nelson Thornes

Rogers A, 1986. *Teaching Adults*. OU

Walklin L, 1996. *Teaching and Learning in Further and Adult Education*. Stanley Thornes

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## Assessment grid for Unit 128: Working within a professional value base

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

---

<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
<hr/> <p>Write a paper of approximately 2,000 words to discuss the issues involved in working within a professional value base and how to conform to agreed codes of professional practice.</p>		
<hr/> <p>Tutor signature: ..... Date: .....</p>		

# **Certificate in Further Education Teaching (7407) Level 4 Appendices**

# Appendix A FENTO standards for teaching and supporting learning in Further Education in England and Wales

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## **The key purpose of the FE teacher**

The following 'key purpose' of the teacher and those involved in supporting learning has been used to guide the structure and content of the standards. The standards are based on the assumption that those who teach in the sector already possess specialised subject knowledge, skills and experience. The standards, therefore, address the professional development of teachers and teaching teams rather than the development of their subject expertise.

The key purpose of the FE teacher and those directly involved in supporting learning is to provide high-quality teaching, to create effective opportunities for learning and to enable all learners to achieve to the best of their ability.

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## **Values**

Informing the standards proposed in this document is a set of values, which are outlined below.

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## **Reflective practice and scholarship**

Teaching in FE involves working with a wide range of learners, using diverse methods of teaching and learning. Teachers are constantly assessing learners' needs and planning to meet those needs. The ability of teachers to reflect upon their practice and to employ appropriate methods, therefore, is a crucial one which any set of standards should seek to promote. Reflective practice and scholarship should also underpin the wider professional role of the teacher in managing the learning process, developing the curriculum and guiding and supporting the learner in partnership with others in the organisation and the local community.

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## **Collegiality and collaboration**

Change is endemic to the sector. Any standards, therefore, should seek to promote flexibility and adaptability. The role of the FE teacher is extremely diverse and may change over time, reflecting both the developing interests of the teacher and the changing nature of the learner. Because teachers and teaching teams frequently work in partnership with external groups such as employers, parents, other members of the educational community, community groups and related agencies, they should value collegiality and collaboration to ensure the relevance and responsiveness of their learning programmes.

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## **The centrality of learning and learner autonomy**

Teachers and teaching teams should value the centrality of learning and the autonomy of learners. They should seek to provide learners with the skills and abilities to work effectively on their own and promote an attitude to learning as a lifelong process rather than the short-term acquisition of a set of specific skills. The development of key skills is an integral part of the promotion of autonomy.

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## **Entitlement, equality and inclusiveness**

Equality of opportunity is a crucial foundation upon which good teaching, learning and assessment are based. All learners should have access to appropriate educational opportunities regardless of ethnic origin, gender, age, sexual orientation, or degree of learning disability and/or difficulty. Consequently, the values of entitlement, equality and inclusiveness are of fundamental importance to teachers and teaching teams.

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## **Skills and attributes**

In addition to the skills related to specific aspects of competence there are a number of generic personal skills including inter-personal skills, and personal attributes, that should inform all aspects of teaching within FE.

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## Personal skills

Teachers and teaching teams should display the skills of:

- analysis
- evaluation
- monitoring and reviewing
- planning and prioritising
- setting objectives
- managing time
- research and study
- critical self-reflection
- identifying, interpreting and applying specific knowledge to practice
- problem-solving
- creativity
- decision-making
- handling conflict
- establishing effective working relationships
- communicating effectively with groups and individuals with specific reference to:
  - preparing effective written materials
  - listening and questioning skills
  - explaining ideas clearly
  - providing constructive feedback
  - contributing to group discussions
- working collaboratively with others
- networking
- interviewing
- negotiating
- managing themselves
- managing change
- presenting and delivering information.

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## Personal attributes

Teachers and teaching teams should possess and display:

- personal impact and presence
- enthusiasm
- self-confidence
- energy and persistence
- reliability
- intellectual rigour
- integrity
- appreciation of FE values and ethics
- commitment to education and to learners' progress and achievement
- readiness to adapt to changing circumstances and new ideas
- realism
- openness and responsiveness to others
- acceptance of differing learning needs, expectations and styles
- empathy, rapport and respect for learners and colleagues
- assertiveness.

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## The standards

The standards consist of the following three main elements:

- professional knowledge and understanding
- skills and attributes
- key areas of teaching.

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## Professional knowledge and understanding

The knowledge and understanding required to perform effectively as an FE teacher are arranged in three categories:

- **domain-wide knowledge** applicable across all areas of professional practice

- **generic knowledge** relating to each standard
- **essential knowledge** relating to specific aspects of each standard.

The **domain-wide knowledge** is listed here. **Generic knowledge** appears in the introduction to each of the key areas of teaching. **Essential knowledge** is listed under each of the standards within the key areas.

FE teachers and teaching teams should have **domain-wide knowledge** and critical understanding of:

- a the place of FE within the wider context
- b the aims, objectives and policies of the organisation in which the teacher works
- c professional knowledge in their own subject area
- d learning theory, teaching approaches and methodologies
- e social and cultural diversity and its effects on learning and curriculum development and delivery
- f the social, cultural and economic background of individual learners and the implications of this for learning and teaching
- g ways of ensuring that linguistic diversity is valued and accommodated within programmes of learning and teaching
- h current national and international initiatives and how they are interpreted within the strategic plan of the organisation
- i current developments within their own specialist vocational or academic area of expertise and ways of keeping up to date with such developments
- j the concept of inclusive learning
- k learners' entitlements and issues related to the autonomy of the learner
- l the broad range of learning needs including the needs of those with learning difficulties and/or disabilities, and the facilities and arrangements that are available to help meet these needs
- m the characteristics of effective learning
- n how to measure effectiveness against a diverse range of quality indicators
- o what constitutes best professional practice
- p ways of analysing and using key information to inform teaching and learning
- q effects of change on the FE sector and teachers' own practice
- r methods of assessment
- s information technology and how it can be used to extend and enhance learning
- t ways of ensuring the currency and effectiveness of technical and educational competence and sources of professional development
- u models of curriculum development and how they can be applied in their own area of work
- v sources of funding and teachers' own contribution in accessing such funding.

To a large extent, teachers' possession of *domain-wide knowledge* may be deduced from their individual performance on teaching practice. Fuller understanding of aspects of this knowledge may well be explored orally during teaching practice. Other aspects of *domain-wide knowledge* will be assessed using one or more of the methods identified under the key areas below.

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### **Key areas of teaching**

These have been identified as:

- A Assessing learners' needs
- B Planning and preparing teaching and learning programmes for groups and individuals
- C Developing and using a range of teaching and learning techniques
- D Managing the learning process
- E Providing learners with support
- F Assessing the outcomes of learning and learners' achievements
- G Reflecting upon and evaluating one's own performance and planning future practice
- H Meeting professional requirements. The concept of meeting professional requirements supports and informs all other processes. This is expressed separately but is implicit in all the standards and will be assessed through them.

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## **A Assessing learners' needs**

Teachers and teaching teams need to be effective in identifying the needs of potential learners and in making an initial assessment of learners. This involves matching learners' experiences and attainments to the requirements of programmes within one's own area of expertise.

This requires teachers and teaching teams to have a generic knowledge of:

- the broad range of learning needs including the needs of those with learning difficulties and/or disabilities
- sources of information about learners' previous experiences and attainments
- the requirements of individual learning programmes
- ways of evaluating different information about learners against the requirements of specific learning programmes, including the accreditation of prior learning and experience
- appropriate forms of initial assessment and how to conduct them
- individual differences in aptitude and ability
- methods and techniques of training needs analysis.

Teachers and teaching teams need to be able to:

A1 identify and plan for the needs of potential learners

A2 make an initial assessment of learners' needs.

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### **A1 identify and plan for the needs of potential learners**

To do this, teachers:

- a acknowledge the previous learning experiences and achievements of learners
- b enable learners to review their past experiences in a way that reveals their strengths and needs
- c recognise when additional specialist assessment is required and take the appropriate action
- d support learners while they deal with unfamiliar circumstances and assist learners to explore and articulate their personal aspirations
- e identify and confirm any exemptions to which learners are entitled
- f provide information to, and negotiate with, colleagues to ensure that the learning needs of individuals can be met in a realistic way.

This requires critical understanding and essential knowledge of:

- organisational record-keeping and information-processing systems
- an understanding of resource constraints and how to present relevant and coherent arguments for strengthening resources
- how to match resources to the needs of the individual
- the accreditation of prior experience and learning, why it is important and the processes and procedures for carrying it out.

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### **A2 make an initial assessment of learners' needs**

To do this, teachers:

- a consider and apply a range of assessment techniques
- b use a variety of methods for assessing the previous learning experiences and achievements of learners including their basic skills and key skills
- c consider a range of selection criteria appropriate to learning programmes
- d identify the implications of a disability or learning difficulty for an individual's learning
- e establish with learners the requirements and limitations of the programme
- f assess the experience, capabilities and learning styles of individual learners in relation to the identified learning programme
- g prepare for and carry out the initial assessment
- h provide feedback to the learner on the outcome of the assessment and its consequences
- i direct the individual learner to the most appropriate programme
- j liaise with colleagues and other interested parties throughout the initial assessment process, as necessary.

This requires critical understanding and essential knowledge of:

- learning programmes and their requirements
- appropriate assessment procedures for evaluating learners' potential to achieve the required learning outcomes
- appropriate selection criteria
- the intellectual and related demands of learning programmes
- ways of eliciting and evaluating learners' previous experiences in relation to programme requirements
- techniques and procedures for basic skills screening
- procedures for conducting relevant assessments and interpreting results
- ways of presenting and explaining the results of initial assessment
- ways of weighting, verifying and corroborating previous experience and attainment
- sources of additional specialist assessment and how to access them
- the organisation's recording and documentation procedures
- how to assess levels of commitment and personal characteristics relevant to a programme of study
- the differences in individuals' methods of learning.

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## **B Planning and preparing teaching and learning programmes for groups and individuals**

Teachers and teaching teams need to be effective in interpreting curriculum requirements in order to devise learning outcomes, programmes of study and assessment strategies as well as adopting appropriate teaching and learning strategies. This involves devising programmes of study that meet the demands of the curriculum and setting clear targets for individual learners within a supportive and flexible environment for learning. It also involves encouraging the take-up of FE provision and the widening of participation.

This requires teachers and teaching teams to have a generic knowledge of:

- curriculum requirements and their implications for learning programmes
- ways of learning and related learning strategies
- ways of selecting teaching methods based on appropriate learning theory
- the relationship between learning styles and the required outcomes of learning programmes
- what is involved in individual and group learning
- national qualifications and their international equivalents
- formative and summative assessment techniques
- the information and learning technology support available to learners
- appropriate local networks of colleagues and others who may contribute to learning, and how to establish and maintain these
- community links and ways of accessing them
- barriers to potential learners' participation in learning programmes and how to overcome them.

Teachers and teaching teams need to be able to:

B1 identify the required outcomes of the learning programme

B2 identify appropriate teaching and learning techniques

B3 enhance access to and participation in learning programmes.

---

### **B1 identify the required outcomes of the learning programme**

To do this, teachers:

- a interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes
- b produce learning outcomes from programmes of study
- c establish precise learning objectives and content
- d define the subject knowledge, technical knowledge and skills required
- e fulfil validating and awarding bodies' requirements, where relevant
- f ensure that basic skills and key skills are integral to provision, as required.

This requires critical understanding and essential knowledge of:



- how to select appropriate learning programmes
- ways of establishing learning outcomes for programmes of study
- the content required to achieve particular learning outcomes
- programme validation criteria and procedures
- ways of ensuring that basic skills and key skills are integral to learning outcomes
- how to derive individual learning programmes from required learning outcomes
- possible progression routes and their implications for the learner
- how to analyse and evaluate skills, knowledge and values within a curriculum area
- the importance of inclusive learning and ways of ensuring that teachers meet the needs of all students.

---

## **B2 identify appropriate teaching and learning techniques**

To do this, teachers:

- a encourage learners to adopt styles of learning that are appropriate to the required outcomes and most likely to enable learners to achieve to the best of their abilities
- b select appropriate teaching techniques to accommodate different styles of learning
- c use individual, small-group and whole-group teaching techniques as appropriate
- d set precise targets with individual learners that match their capacities, make the most of their potential for achievement and meet the required learning outcomes
- e create a safe learning environment based on trust and support
- f encourage learners to see the relevance of what they are learning to other aspects of the curriculum and to apply their learning in different contexts.

This requires critical understanding and essential knowledge of:

- appropriate teaching techniques
- how to structure learning to achieve the required outcomes
- the advantages and disadvantages of individual and group teaching/learning and when to use these approaches
- the information and learning technology resources available to learners.

---

## **B3 enhance access to and participation in learning programmes**

To do this, teachers:

- maintain contact with those who co-ordinate the links between other institutions and the organisation and across different curriculum areas
- maintain effective links with appropriate agencies to enhance curriculum delivery
- contribute to the activities which improve access to the organisation's learning facilities
- support a culture of open access and widening participation
- offer a range of flexible opportunities for learning, including learning facilitated through information learning technology
- identify and overcome potential barriers to participation in learning programmes
- ensure, where possible within resource constraints, that potential learners are able to experience aspects of the programme before committing themselves to it
- recognize the organisational and resource constraints influencing participation and make the most of opportunities to achieve wider participation in learning programmes.

This requires critical understanding and essential knowledge of:

- local and national networks to which the organisation belongs
- how to make learning programmes more accessible and why this is important
- flexible processes and procedures for delivery and assessment
- the role of information learning technology in creating new modes of learning that are attractive to potential learners.

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## **C Developing and using a range of teaching and learning techniques**

Teachers and teaching teams need to be effective in selecting and using a range of appropriate methods of teaching and learning including individual and group learning. This involves developing an awareness of the effect of different styles of teaching on the learning process in order to plan and deliver suitable programmes. There is also a need for teachers to make an evaluation of the effectiveness of the learning programme based in part on feedback from learners. Standard C3 focuses on the skills and knowledge

required to facilitate learning through experience. This is a particular aspect of both group and individual learning but it is identified separately.

This requires teachers and teaching teams to have a generic knowledge of:

- learning theories and how they affect teaching and learning
- how to select appropriate teaching methods on the basis of learning theory
- the use of differentiated learning materials
- the range of information and learning technology available to support learners and teachers
- resource constraints influencing the selection of teaching and learning techniques and how to make best use of available resources
- evaluation strategies and methods
- how to analyse information on teaching and learning and extract what is relevant to modify future learning strategies
- how to evaluate learning programmes in terms of efficiency, effectiveness and equity.

Teachers and teaching teams need to be able to:

C1 promote and encourage individual learning

C2 facilitate learning in groups

C3 facilitate learning through experience

---

### **C1 promote and encourage individual learning**

To do this, teachers:

- a establish and agree individual learning needs, aspirations and preferred learning styles
- b agree learning goals and targets that support individual needs and aspirations within available resources
- c produce learning plans that encourage individual learning
- d identify and produce appropriate teaching and learning materials that engage learners' interest and reinforce their learning
- e recognise and build on the experiences which learners bring to the programme
- f agree a learning contract with the learner
- g evaluate the effectiveness of learning
- h acknowledge the effect of resource constraints and make best use of available opportunities.

This requires critical understanding and essential knowledge of:

- ways of assisting individual learning
- the availability of resources and how this affects learning
- the difference between learning plans and learning contracts and how to use both effectively
- how to structure individual learning programmes
- different learning materials and how to produce them
- how individual learning is affected by social, cultural or emotional factors
- specialist equipment and its uses in supporting learning.

---

### **C2 facilitate learning in groups**

To do this, teachers:

- a plan and select learning opportunities that involve group activity
- b produce learning plans that encourage learning in groups
- c encourage learning through sound group management including appropriate interventions in group activities
- d facilitate learning through the use of collaborative exercises and encourage learners to support each other
- e ensure that all members of the group are involved in learning activities
- f produce appropriate learning support materials using information learning technology where appropriate
- g evaluate the effectiveness of learning and modify teaching plans where necessary
- h acknowledge the effect of resource constraints and make the best use of available opportunities.

This requires critical understanding and essential knowledge of:

- group methods and when to use them
- group dynamics and the effective management of groups
- different learning support materials, when to use them and how to prepare them
- the importance of collaborative working practices and peer group support and how to encourage these.

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### **C3 facilitate learning through experience**

To do this, teachers:

- a identify learning objectives amenable to learning through experience
- b produce learning plans that encourage learning through experience
- c plan and structure opportunities for groups and individuals to learn through experience, including opportunities to demonstrate and practise skills
- d encourage and support individuals in identifying personal experiences that enhance their learning
- e ensure that learning is appropriately structured, safe and adequately resourced
- f support learners as they learn
- g provide appropriately constructive feedback to learners and reinforce the learning gained through experience
- h evaluate the effectiveness of the learning process and modify teaching plans where necessary
- i acknowledge the effect of resource constraints and make best use of available opportunities.

This requires critical understanding and essential knowledge of:

- the appropriateness, advantages and disadvantages of learning through experience
- the importance of the learner's experience in practising skills
- health, safety and environmental controls during learning through experience
- appropriate opportunities for learning through experience
- the importance of ensuring that all learners have opportunities to learn through experience
- ways of conducting debriefing and providing constructive feedback to learners.

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## **D Managing the learning process**

Teachers and teaching teams need to be effective in establishing a productive learning environment and in working with learners and colleagues to structure and monitor the learning process. Central to these activities is the teacher's capacity to communicate effectively with learners and colleagues. Teachers must consider what encourages learners to learn as well as dealing with the practical organisation of the environment, including legal requirements relating to health, safety and security. They must also consider how to provide resources for the varied approaches to teaching and learning and recognise, by forming effective working relationships with others, that successful management of teaching and learning requires collaboration. Finally, teachers should evaluate teaching and learning and play their part in contributing to the organisation's quality assurance system.

This requires teachers and teaching teams to have a generic knowledge of:

- theories concerning motivation and ways of motivating learners
- ways of structuring and presenting information and ideas
- appropriate media and language forms for presenting information
- different teaching techniques
- different ways of learning
- their personal responsibilities for health and safety
- the organisation's learning programmes and available resources
- good practice in catering for the needs of all students including learners who require additional support
- the role of information and learning technology in supporting learning and teaching
- the importance of pacing teaching and learning appropriately.

Teachers and teaching teams need to be able to:

- D1 establish and maintain an effective learning environment
- D2 plan and structure learning activities
- D3 communicate effectively with learners
- D4 review the learning process with learners
- D5 select and develop resources to support learning
- D6 establish and maintain effective working relationships
- D7 contribute to the organisation's quality assurance system.

---

### **D1 establish and maintain an effective learning environment**

To do this, teachers:

- a act as an advocate for learners in attempting to secure appropriate resources
- b ensure an interactive, safe and productive learning environment that fosters learners' security and confidence
- c maintain learners' interest in, and engagement with, the learning process
- d identify and redress poor motivation and challenge inappropriate behaviour.

This requires critical understanding and essential knowledge of:

- the characteristics and purpose of an effective learning environment
- the value of effective interaction between those involved in teaching and learning
- what motivates learners and what constitutes acceptable levels of motivation and behaviour
- group dynamics and how to manage groups of learners
- the health and safety requirements applicable to the learning environment.

---

### **D2 plan and structure learning activities**

To do this, teachers:

- a use local, national, comparative, organisational and other appropriate data to set clear targets for learning and individual learners' achievements
- b set tasks for learners that will foster their curiosity, creativity and ability to work on their own
- c structure learning in a way likely to foster and maintain learners' enthusiasm and motivation
- d match the format and level of learning support materials to the abilities of learners and the desired learning outcomes
- e select and develop materials of an appropriate design and format to meet the needs of a wide range of students, including those with a hearing or sight impairment
- f use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success
- g provide opportunities for learners to reinforce their knowledge and understanding
- h identify and exploit opportunities to improve learners' basic skills and key skills
- i help learners to develop study skills including time management and work organisation skills
- j encourage learners to take more responsibility for organising their learning successfully.

This requires critical understanding and essential knowledge of:

- the required outcomes of learning programmes and related assessment
- requirements and opportunities
- ways of incorporating all aspects of the learning cycle in the learning process
- ways of consolidating and reinforcing learning
- what constitutes acceptable levels of work to enable learners to meet defined learning outcomes
- the basic skills and key skills that learners need to meet the demands of their programmes of study
- study skills and how to foster these
- appropriate sources of information and learning support for learners and how to access them
- how to encourage learners to work effectively on their own.

---

### **D3 communicate effectively with learners**

To do this, teachers:

- a select and organise relevant information clearly and concisely
- b present information to learners clearly and in an appropriate format
- c use a range of communication skills and methods appropriate to specific learners and to the subject being studied
- d maintain and encourage effective communication with and between all learners
- e foster learners' enjoyment of learning
- f. listen to and respond to learners' ideas.

This requires critical understanding and essential knowledge of:

- how to select and organise information effectively
- ways of presenting information and ideas
- the appropriate forms and registers of language
- the conventions of grammar and spelling
- appropriate audio-visual aids and how to use them effectively
- developments in information learning technology and how these can support and promote learning.

---

### **D4 review the learning process with learners**

To do this, teachers:

- a create opportunities for discussion and conduct regular reviews with learners
- b give constructive and positive feedback to learners
- c seek and respond appropriately to feedback from learners on their learning
- d identify areas of concern and need in relation to the learning programme
- e agree appropriate actions with learners
- f consider referral and alternative support networks to assist learners
- g record the outcomes of reviews in accordance with organisational procedures.

This requires critical understanding and essential knowledge of:

- criteria for evaluating learners' experience and progress
- action-planning techniques and recording procedures
- sources of additional learner support, guidance and counselling
- the organisation's referral procedures
- distinctions between learning support and pastoral care functions
- the limits of teachers' own competence to deal with learners' concerns and appropriate sources for teachers' own support
- ways of seeking, responding to and giving feedback
- the specific communication needs of individual students, including those with learning difficulties and disabilities.

---

### **D5 select and develop resources to support learning**

To do this, teachers:

- a identify the resources required to deliver the programme of learning and to support learners
- b ensure they are familiar with the range and availability of resources
- c obtain the resources necessary by following the organisation's procedures
- d produce an appropriate range of teaching and learning materials that meets the needs of learners, including those with learning difficulties and disabilities
- e use information technology and learning technology, as appropriate
- f evaluate and ensure the appropriateness and effectiveness of teaching and learning materials and resources for all learners
- g help learners to identify appropriate ways of working on their own and provide them with advice and support on using resources effectively
- h monitor how learners are responding to teaching and learning materials during the programme and make modifications as necessary
- i evaluate the effectiveness of the materials and resources used for learning support and update materials and equipment as necessary
- j keep up to date with the development of resources that enable learners to work effectively on their own.

This requires critical understanding and essential knowledge of:

- criteria for evaluating learners' experience and progress
- ways of quantifying the resources needed to deliver programmes
- the resources available for learning and how to access them
- the teaching and learning materials appropriate for different programmes
- how to develop teaching and learning materials
- methods of enabling students to work effectively on their own and the place of these methods in teaching and learning
- the learning support needs of learners when using technology-based or distance-learning approaches
- the criteria by which to evaluate the effectiveness of learning support materials
- mentoring and coaching within learning support
- sources of information about resources designed to support students working on their own and how to access these.

---

### **D6 establish and maintain effective working relationships**

To do this, teachers:

- a contribute to the design, development and validation of learning programmes
- b liaise with external learning providers, where appropriate
- c contribute to and maintain an effective internal communication network that includes technical, administrative and support colleagues
- d establish appropriate links and liaise with external stakeholders, as required
- e work with other organisations and services to promote learners' participation, retention and achievement
- f work collaboratively with colleagues to deliver the learning programme
- g negotiate with colleagues outside the immediate programme on behalf of learners
- h share expertise with colleagues and respond to their needs, for the benefit of learners and the learning programme
- i contribute to programme review and evaluation
- j contribute to management information systems and ensure that colleagues are given all necessary information at the correct time and in the agreed organisational format
- k respond positively and constructively to feedback.

This requires critical understanding and essential knowledge of:

- the requirements for learning programme design, implementation and review
- the organisation's tracking and recording systems
- administrative policies and procedures
- the information needs of others
- appropriate channels of communication with external stakeholders
- the nature of local networks and how to access them
- ways of integrating one's own teaching with that of others within a team
- collaborative and collegiate styles of working
- appropriate methods of advocating for, and mediating on behalf of, learners
- additional or alternative opportunities for learning, including off-site learning, franchised provision and distance learning
- relevant external stakeholders who need to be kept informed, including parents, carers, schools, employers, local authorities, TECs, inspectors, other agencies and other professionals.

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### **D7 contribute to the organisation's quality assurance system**

To do this, teachers:

- a take responsibility for the quality of service they provide to learners
- b contribute to quality assurance systems as individuals and in teams
- c provide feedback in a form suitable to help measure the quality of learning and teaching
- d contribute to the development of the organisation's practice on inclusive learning
- e identify appropriate data with which to evaluate the quality of the services provided
- f analyse the information gathered from the evaluation data

g adapt and develop learning programmes, teaching strategies and materials in the light of evaluation

h use feedback from sources within and outside the organisation in promoting continuous improvement.

This requires critical understanding and essential knowledge of:

- the purposes of quality assurance systems and their role within FE and within the organisation
- the purpose of the methods used to respond to change and ensure quality development
- ways of acknowledging and responding to continuous states of change
- how to be active within an FE culture of quality improvement
- the organisation's quality assurance policy and its relationship to the organisation's mission and values
- the different quality assurance indicators used by the organisation, awarding bodies, FEFC funding and inspection regimes and external service users
- procedures for gathering and assessing relevant information
- internal and external criteria by which to evaluate the effectiveness and efficiency of the organisation
- local and national performance indicators and their relevance to continuous improvement
- resource constraints and allocation procedures
- ways of using new technologies to monitor, evaluate and improve the quality of delivery.

---

## **E Providing learners with support**

Teachers and teaching teams need to be effective in providing learners with support for their learning, guidance on current and future opportunities and requirements, and personal tutorial support. This involves meeting learners' entitlements and providing them with access to the full range of facilities and opportunities that will enable them to benefit from their programme of study. Teachers and teaching teams will need to know how to access and use a wide range of services to help meet learners' needs.

This requires teachers and teaching teams to have a generic knowledge of:

- learning support and guidance within the FE context, and the facilities and opportunities which exist within the organisation
- the professional network of specialist services available to learners and how to access them
- learners' entitlement to educational and personal support services
- national systems for recording achievement
- the organisation's procedures for recording learners' achievements
- ways of matching individual needs to available opportunities
- the educational, vocational and personal development opportunities available to learners locally and nationally, including employment opportunities
- IT systems and how to use them to access information on guidance and support
- appropriate stakeholders including colleagues, other specialist professionals (eg student counsellors), employers, parents, guardians and carers
- review procedures and action-planning methods.

Teachers and teaching teams need to be able to:

E1 induct learners into the organisation

E2 provide effective learning support

E3 ensure access to guidance opportunities for learners

E4 provide personal support to learners.

---

### **E1 induct learners into the organisation**

To do this, teachers:

a contribute to the design and implementation of induction procedures

b provide learners with appropriate information about the organisation and its facilities

- c clarify the organisation's expectations of, and its obligations to, learners, including its health and safety requirements
- d help learners to gain access to advice and guidance on financial arrangements and personal support
- e ensure that learners receive appropriate initial guidance on opportunities for progression
- f record information using organisational procedures
- g evaluate the effectiveness of the induction process with learners.

This requires critical understanding and essential knowledge of:

- the organisation's induction procedures
- funding mechanisms and fee arrangements, the organisation and its facilities and arrangements for obtaining access to learning support services
- the nature of learning contracts
- the organisation's recording procedures
- organisational and personal responsibility under the Health and Safety at Work Act.

---

## **E2 provide effective learning support**

To do this, teachers:

- a provide learners with comprehensive and clear statements of their entitlements and how to access the full range of services available to them
- b ensure that learners are aware of the information facilities and resources available and how to find and use them effectively
- c provide learners with regular and structured opportunities to review their chosen course of study
- d enable learners to make best use of additional learner support, as appropriate
- e promote the concept that learners have a responsibility for ensuring that their learning is successful
- f provide learners with opportunities to consider the next steps after their current programme
- g provide structured opportunities for learners to evaluate and provide feedback on their experience of the organisation.

This requires critical understanding and essential knowledge of:

- learners' entitlements and the services available
- the organisation's information facilities and resources and how to find and use them
- organisational review procedures and how they apply to individual learners
- opportunities for learners' progression
- how learners' programmes can be amended within agreed organisational and national procedures.

---

## **E3 ensure access to guidance opportunities for learners**

To do this, teachers:

- a ensure that learners have access to impartial, comprehensive and current information about training, employment and educational opportunities relevant to their needs and aspirations
- b contribute to a planned programme of guidance for individual learners
- c provide learners with access to additional specialist guidance and support, as required
- d liaise with colleagues and other professionals to provide the most effective guidance and support for learners
- e provide learners with appropriate summative statements of their experiences and achievements when they leave their programmes
- f record and process career plans, exit decisions and information on destinations, using the organisation's procedures
- g ensure that guidance meets the personal development needs, as well as the educational and vocational needs, of the learner.

This requires critical understanding and essential knowledge of:

- the organisation's information facilities and resources and how to find and use them
- careers advice provision and how to access it



- career-planning techniques
- national targets, attainment levels and qualifications and their relevance to the needs of individual learners
- opportunities for employment and work in the community and their potential for learning and personal development.

---

#### **E4 provide personal support to learners**

To do this, teachers:

- a provide opportunities for learners to raise personal issues affecting their learning
- b create formal and informal opportunities to listen and respond to the views and feelings of individual learners
- c maximise opportunities for learners to have access to specialist support as necessary
- d know the limits of their own competence as tutors to deal with personal issues
- e maintain close and effective links with colleagues and other professionals in order to help individual learners resolve their personal problems
- f act as advocates for, and mediate on behalf of, individual learners when problems arise
- g provide appropriate mentoring to individual learners.

This requires critical understanding and essential knowledge of:

- counselling skills
- ways of networking with other professionals and stakeholders to help individual learners
- the potential to do harm if teachers exceed their own levels of competence
- sources of specialist counselling and other professional support and how to access them.

---

#### **F Assessing the outcomes of learning and learners' achievements**

Teachers and teaching teams need to be effective in using an appropriate range of assessment methods to provide accurate information about learning and achievement. This involves ensuring that learners understand and are involved in the process and that the timing of assessment and the monitoring and recording of achievement are appropriate. Teachers and teaching teams also need to be able to use assessment information for a variety of purposes.

This requires teachers and teaching teams to have a generic knowledge of:  
the purposes of continuous and end-of-programme assessment

- appropriate sources of information about assessment requirements
- the principles of assessment design as they relate to assessment at the required level and for particular kinds of learning
- concepts of validity, reliability and sufficiency and their application to the assessment of learning and learners' achievements
- the role of assessment in relation to the learning cycle
- equity and inclusivity issues in relation to assessment
- ways of using assessment information to maintain standards and to reflect upon one's own teaching
- the importance of equality of opportunity in the design and application of assessment systems.

Teachers and teaching teams need to be able to:

- F1 use appropriate assessment methods to measure learning and achievement
- F2 make use of assessment information.

---

#### **F1 use appropriate assessment methods to measure learning and achievement**

To do this, teachers:

- a identify an appropriate range of assessment methods that will deliver fair, valid and reliable results
- b ensure equality of opportunity in the design and application of assessment procedures
- c ensure that the assessment process, as a whole, is coherent
- d ensure that learners understand the purpose and nature of the assessment process

- e create realistic and relevant assessment activities that encourage learning as well as assessing specified outcomes that meet college and external requirements
- f establish the required conditions for assessment and provide the necessary resources
- g use an appropriate variety of valid and reliable assessment procedures that are credible and compatible with the learning programme and the required learning outcomes
- h conduct assessments according to agreed procedures in a fair, consistent and equal manner
- i record assessment results following the organisation's procedures
- j encourage learners to feel ownership of their assessment records in monitoring and reviewing their own progress
- k ensure that learners are provided with clear and constructive feedback on assessment outcomes within an appropriate timescale
- l ensure that assessment procedures conform to the organisation's and national requirements, including those of external awarding bodies.

This requires critical understanding and essential knowledge of:

- procedures for mapping assessment methods against syllabuses and standards
- how to create a whole and balanced assessment process
- distinctions between formative and summative assessment procedures
- the purpose of self, peer and tutor assessments and how these methods of assessment relate to each other
- appropriate procedures for assessing knowledge
- competence-based and non-competence-based methods of assessment
- alternative assessment opportunities for learners with special assessment requirements
- the appropriate timing and pace of assessment within a learning programme
- procedures for conducting and recording assessments including the requirements of external awarding bodies
- organisational procedures for recording assessment outcomes
- appropriate forms of feedback to learners.

---

## **F2 make use of assessment information**

To do this, teachers:

- a use continuous assessment to help individual learners assess their progress and identify learning issues
- b use assessment information to assess how far learning objectives have been achieved
- c use assessment information in evaluating their own performance as teachers
- d make effective use of assessment information to identify the ways in which teaching might be improved
- e provide assessment information to appropriate stakeholders
- f use assessment outcomes in modifying individual learning programmes, as appropriate.

This requires critical understanding and essential knowledge of:

- continuous assessment and end-of-programme assessment processes, and when to use them
- the role of assessment in the overall evaluation of learning programmes
- ways of using assessment information to monitor the effectiveness of the learning process
- appropriate stakeholders, including parents, guardians, carers, employers, awarding bodies and other external institutions, and the nature of the assessment information they require.

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## **G Reflecting upon and evaluating one's own performance and planning future practice**

Teachers and teaching teams need to contribute effectively to the continuous improvement of quality by evaluating their own practice, by identifying opportunities for personal and professional development, and by participating in programmes of professional development. Teachers should recognise the importance of, and engage in,

critical reflection upon professional practice, within the context of the internal and external factors influencing FE.

This requires teachers and teaching teams to have a generic knowledge of:

- the organisation's aims, objectives and policies, and the nature of the service it provides
- appropriate sources of evidence on which to draw when evaluating their own work
- methods of evaluating their own experience against the requirements of the job
- ways of reflecting upon their own teaching experience and the experience of learners
- current issues and trends within vocational and educational training and development
- appropriate sources of professional support
- the nature and role of FE within the current vocational and educational structure and within the wider community
- likely future developments within FE and their implications for teachers' own practice and that of the institution
- the mission and aims of the organisation and how to contribute to the decision-making processes within it.

Teachers and teaching teams need to be able to:

G1 evaluate one's own practice

G2 plan for future practice

G3 engage in continuing professional development.

---

### **G1 evaluate one's own practice**

To do this, teachers:

- a identify where and how their subject or vocational area fits within the organisation and the wider FE sector
- b consider their own professional practice in relation to the major influences upon FE
- c develop opportunities for good practice while recognising the full range of factors and constraints operating within FE
- d identify the extent and nature of their current knowledge and skills in relation to the demands of the job
- e conduct a critical evaluation of their own teaching by eliciting, valuing and using feedback from learners, other teachers, managers and external evaluators
- f evaluate their own key skills against what is required in their teaching
- g evaluate the quality of their relationships with learners, colleagues and other stakeholders
- h assess their own contribution to the achievement of the organisation's objectives
- i create and use opportunities to question their own practice and to seek audits of their competence from others, as appropriate
- j use evaluations to improve their own and their team's effectiveness.

This requires critical understanding and essential knowledge of:

- their current role and the knowledge and skills required to carry it out
- methods of evaluating their own experiences against the requirements of the job
- the contribution that learners make to teachers' evaluation of their own teaching
- vocationalism and its role within FE
- what constitutes relevant evidence of teachers' own practice and how to interpret it
- the organisation's aims, objectives, policies and the nature of the service it provides, including future needs and developments and the implications of these for teachers' levels of competence
- the required skills and knowledge for working with learners, including teachers' own levels of competence in key skills
- ways of addressing teachers' own development needs
- the limits of teachers' own competence and responsibility
- the impact of teachers' own values, beliefs and life experiences on learners and learning
- the limits of teachers' own control over the evaluation of practice
- ways of analysing evaluation data.

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## **G2 plan for future practice**

To do this, teachers:

- a identify developments in vocational and educational fields relevant to their own areas of work and to FE in general
- b consider the relevance of current developments to their own practice within existing and potential roles
- c monitor curriculum developments in their own subject and keep up to date with new topics and new areas of work
- d take account of subject developments in the content of programmes and in teaching
- e consider and implement appropriate changes in programme design and delivery that best reflect current vocational and educational developments
- f take into account the resource constraints influencing intended developments and make best use of the opportunities available.

This requires critical understanding and essential knowledge of:

- current developments within teachers' own areas of professional competence and the relevance of these to teaching
- changes in FE and the likely impact of these on teachers' own practice
- the relevance of current developments to learning
- ways of negotiating changes to current programmes of learning
- how to plan teachers' own personal development and how personal development fits into wider organisational strategies
- the resource constraints applicable to personal and professional development.

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## **G3 engage in continuing professional development**

To do this, teachers:

- a identify where their own knowledge and skills need to be updated
- b identify effective ways of maintaining their subject expertise and keeping it up to date
- c engage in research and study related to professional practice
- d set realistic goals and targets for their own development
- e take up professional development opportunities relevant to their work and to institutional priorities.

This requires critical understanding and essential knowledge of:

- theories of learning and the relevance of these to FE and to teachers' own work
- the skills and knowledge required for working with learners, including key skills
- ways of addressing teachers' own development needs
- what are appropriate opportunities for teachers' own training and development
- sources of information on professional development and how to access them
- relevant research in teachers' own specialist/subject area
- sources of information for enhancing professional knowledge and how to access them.

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## **H Meeting professional requirements**

This is an underpinning competence that supports and informs all other processes.

Teachers and teaching teams need to be effective in applying the ethics and values of the teaching profession when working with learners and colleagues and in fulfilling their obligations and responsibilities as teachers. Among other things, teachers should recognise the diversity of students' needs and aspirations, understand and apply the concept of inclusive learning, and encourage learner autonomy as well as reflecting the vocational and educational ethos of FE.

This requires teachers and teaching teams to have a generic knowledge of:

- the broad range of learning needs including the needs of those with learning difficulties and/or disabilities
- ways in which learners can work effectively on their own, and how to develop such learning
- alternative teaching styles and strategies
- equality of opportunity legislation, policies and best practice

- their organisation's equal opportunities policy and code of practice
- the potential impact of their own values, beliefs and life experiences on learners and learning
- ways of ensuring that they meet the needs and aspirations of all learners
- the organisation's policies and practices for teaching and learning
- relevant national codes of professional practice
- key sources of information about potential markets and how to reach them.

Teachers and teaching teams need to be able to:

H1 work within a professional value base

H2 conform to agreed codes of professional practice.

---

### **H1 work within a professional value base**

To do this, teachers:

- explore ways of encouraging learners to work effectively on their own and to take more responsibility for ensuring that their learning is successful
- acknowledge the diversity of learners' experience and support the development needs of individuals
- are open to different approaches and perspectives on teaching and learning
- develop conditions for learning that are based on mutual respect and trust
- evaluate how their own practice fosters a desire to learn and enables learners to work effectively on their own and to achieve to the best of their ability
- ensure that their own practice promotes equality of opportunity and addresses the needs of all learners
- recognise and respect the different values of all those with an interest in the learning process, within the organisation and the wider community
- use their own experience of learning to inform their approach to teaching
- work in a way which recognises the needs of the institution and the values of the profession and reconciles potential conflicts between them
- work effectively with others to benefit learners
- exercise professional judgement and justify their actions in terms of meeting learners' needs.

This requires critical understanding and essential knowledge of:

- how to create an environment conducive to learning
- situations that provide opportunities to learn from others
- how to balance, prioritise and reconcile the potentially conflicting demands of the learner, the teacher, the institution and external agencies and policies, and how to recognise the limits of one's own competence
- ways of establishing and clarifying the limits of one's own authority in terms of legal responsibilities, contractual arrangements, ethical and moral responsibilities and lines of authority and communication

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### **H2 conform to agreed codes of professional practice**

To do this, teachers:

- identify an appropriate code of professional practice relevant to the vocational area and FE practice
- adopt and maintain a professional form of behaviour towards learners and others
- establish appropriate parameters for professional relationships and exercise judgement as to how best to meet learners' needs
- demonstrate responsibility for the effectiveness of education and training and a commitment to the well-being, progress and achievement of learners
- are aware of and meet their personal responsibilities to learners and others within the framework of the organisation's rules, regulations and duties of care towards learners and others
- meet professional responsibilities in relation to organisational policies and practices
- represent the organisation in a professional and appropriate manner
- respect the contribution of others to the learning process
- acknowledge the influence of resource constraints and make best professional use of resources and learning opportunities for the benefit of learners.

This requires critical understanding and essential knowledge of:

- appropriate national codes of professional practice and their relevance to current FE activity
- contractual obligations
- legal responsibilities for learners including health and safety, data protection and copyright
- the rights of learners and teachers' obligations to learners
- the limits of teachers' own authority and responsibility
- sources of specialist information and technical advice about one's responsibilities as a teacher and how to access such information.

## Appendix B Key Skills

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### Guidance for tutors and candidates

The City & Guilds 7407 Level 4 Certificate in Further Education Teaching provides ample opportunities to gather evidence for the accreditation of the following Key Skills:

- communication (those who communicate by alternative means should have a good command of their particular communication method)
- application of number
- Information Technology
- working with others
- improving own learning and performance
- problem solving

Key Skills would need to be taken as additional awards. However, there are issues relating to the levels at which candidates can achieve Key Skills and the form of accreditation required.

Candidates who wish to use evidence drawn from 7407 towards the achievement of Key Skills will need to register for separate accreditation for Key Skills, which will involve an additional fee and may involve additional guided learning hours. To include the achievement of a Key Skill on the summative profile, the evidence will need to be formally assessed and verified.

Candidates should be made aware that the need for them to have accreditation for Key Skills is likely to grow in the future. There is pressure from government, professional bodies and the Qualification and Curriculum Authority (QCA) to raise entry levels for teachers above the current requirements of a GCSE Grade C in English and Maths, which broadly equates to Level 2 Key Skills.

Tutors should normally require candidates on entry to be adequately qualified in their subject and have a good command of written and spoken English. Tutors should expect candidates to have achieved an equivalent standard to Level 2 in Communication and Application of Number, but not in Information Technology. It would be prudent, therefore, to recommend that candidates try to achieve at least Level 2 in Information Technology by the time they complete Stage Three either as part of the programme or by alternative means.

It is difficult to state with precision the level of Key Skills that could be achieved via 7407, but candidates should be able to attain Level 3 in Communication, Working with Others, Improving own Learning and Performance, and Problem Solving. Some candidates should also be able to achieve Level 3 in Application of Number and Information Technology if their subject teaching provides opportunities to gather the evidence. Tutors should advise candidates of this so that they can decide whether to register for the Key Skills award. It is also important to recognise that in future more candidates will embark upon 7407 with a greater number of Key Skills achieved at higher levels. For example, there will be graduates who have taken the GNVQ route and have achieved Key Skills at Level 3 in Communication, Application of Number and Information Technology as part of their Advanced GNVQ. Key Skills also form part of Modern Apprenticeships and the Advanced Diploma and are used to accompany GCE 'A' Levels.

The following is a summary of the recommendations to tutors:

- be aware of possible changes in Key Skill requirements for teachers
- use Key Skills at Level 2 or equivalent as the entry point to 7407
- encourage all candidates to achieve at least Level 2 in Information Technology by the completion of 7407
- advise candidates of the opportunity to gain Key Skills at Level 3 from their 7407 evidence

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### **The relationship of 7407 units to Key Skills**

The following tables provides signposting to Key Skill areas at Level 3 and/or 4.

It will depend on the individual candidate whether or not the evidence provided covers the evidence requirements of the particular Key Skill claimed – eg an assignment produced by the candidate may cover only part of the requirements of Communication C3.2 as only **one** document was produced and did not include an **image**.

The signposting has been mapped against the content of the units and assignment requirements; candidates may have wider opportunities for producing evidence of their Key Skills depending on the teaching and learning strategies used by the course tutors, eg Communication C3.1 contributing to group discussion about a complex subject.



# The Relationship of 7407 units to Key Skills

## Stage 1

Unit	Communication			Improving own Learning and Performance			Working with Others			Problem Solving		
	3.1	3.2	3.3	4.1	4.2	4.3	3.1	3.2	3.3	4.1	4.2	4.3
101	✓	✓	✓									
102				✓								
103				✓								
104		✓										
105												
106		✓										
107												
108												

## Stage 2

Unit	Communication			Improving own Learning and Performance			Working with Others			Problem Solving		
	3.1	3.2	3.3	4.1	4.2	4.3	3.1	3.2	3.3	4.1	4.2	4.3
109	✓	✓	✓									
110												
111	✓	✓	✓									
112												
113	✓	✓	✓									
114												
115												
116												
117	✓	✓	✓									
118												

### Stage 3

Unit	Communication			Improving own Learning and Performance			Working with Others			Problem Solving		
	3.1	3.2	3.3	4.1	4.2	4.3	3.1	3.2	3.3	4.1	4.2	4.3
119	✓	✓	✓				✓	✓	✓			
120	✓	✓	✓	✓	✓	✓	✓	✓	✓			
121	✓	✓	✓	✓	✓	✓	✓	✓	✓			
122	✓	✓	✓	✓	✓	✓	✓	✓	✓			
123	✓	✓	✓	✓	✓	✓	✓	✓	✓			
124	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
125							✓	✓	✓	✓	✓	
126							✓	✓	✓	✓	✓	
127							✓	✓	✓	✓	✓	
128							✓	✓	✓	✓	✓	

### Notes

- 1 Depending on the **functional role** of the candidate, it may be possible for them to meet the requirements of Level 4 in Working with Others and Problem Solving.
- 2 If as part of the Improving own Learning and Performance the candidate were to examine the requirements of Level 4 in Communication this could be planned and incorporated as part of the work produced for the Stage 3 award.

## Appendix C Equal opportunities

Set out below is City & Guilds' policy with regard to providing equal opportunities for candidates seeking to gain its awards. City & Guilds requires that centres approved to offer assessments leading to its qualifications should inform candidates of the existence of this policy.

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### Commitment

City & Guilds is committed to equal opportunity in education, training and employment. This commitment applies to all, regardless of gender, age, racial origin, nationality, creed, sexual orientation, marital status, employment status or any disability.

City & Guilds aims to promote practices and procedures which ensure equality of opportunity and aims to eliminate any which unfairly discriminate, directly or indirectly.

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### Aims

City & Guilds seeks to ensure the following:

- the content and assessment of its schemes allow for the widest diversity of candidates
- the content and demand of its schemes are non-discriminatory and are appropriate to the knowledge and skills specified
- the style and language of its documentation are readily understood and do not reflect stereotyped or biased attitudes
- its promotional materials and activities reflect the diversity of candidates
- its external examiners, verifiers and all associated with assessment apply a fair and just process
- its centres operate equal opportunities policies which accord with that of City & Guilds
- its centres have an effective appeals procedure of which candidates are made aware.

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### Implementation

In order to achieve the successful implementation of this policy, City & Guilds will:

- issue the policy statement to all its staff, appointed agents and centres and ensure that it should be available on request to candidates and other interested parties
- provide development activity appropriate to the needs of its staff, examiners and verifiers on a regular basis
- ensure that issues of equal opportunity are addressed as an integral part of the scheme development, scheme review and assessment guidance
- maintain an equal opportunities group, with appropriate representation, to oversee the development and implementation of the policy and to advise on changes and amendments as appropriate.

In the case of a matter relating to this policy, **candidates** should immediately inform their centre in writing. If such a matter is not resolved by the centre to the candidate's satisfaction, candidates should contact the Head of Quality Services, City & Guilds, in writing.

**Centres** wishing to raise a matter relating to this policy should contact the Head of Quality Services, City & Guilds, direct.

## Appendix D Appeals procedures

Appeals procedures will vary according to the requirements of the particular assessment or award that is being appealed against. Fees are given in Section B of the City & Guilds Directory of Assessments and Awards issued to every City & Guilds approved centre.

In all appeals correspondence the following information must be given as appropriate:

- the name and number of the centre
- the candidate's name, enrolment number and date of birth
- the scheme name and number
- the complex number and component number of the scheme
- the processing period/year or exact date of examination.

City & Guilds cannot correspond with individual candidates about results. All appeals must be made through centres.

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### Appeals against decisions on centre approval

These should be made to the Head of Quality Services

Where approval has been refused, or withdrawn from a centre, City & Guilds will give the reasons in writing. Appeals against this must be made in writing. Where the withdrawal/refusal has been made on financial grounds, then considerations will be given to financial securities/provision for payment in advance. Where the withdrawal/refusal has been made on grounds of quality assurance, then a senior External Moderator will be appointed by City & Guilds to reinvestigate the centre's case and to give guidance. City & Guilds will be guided by recommendations of appropriate regional quality staff, but in all cases make its own financial decision.

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### Appeals against results from assessment of performance evidence

It is a condition of centre approval that all centres must ensure that there is an appeals procedure available to candidates. This procedure must be clearly given in the documentation sent to City & Guilds in the approval submission. If the candidate is not satisfied by the outcome of the internal appeal, then the City & Guilds Centre Co-ordinator must notify City & Guilds.

City & Guilds will appoint an External Moderator to investigate and report back on the issues. The decision of City & Guilds will then be sent in writing to the centre.

Where a City & Guilds External Moderator notifies a centre that its assessments do not match scheme requirements, the centre may appeal against this decision. A regional lead moderator or other appropriate City & Guilds representative will visit the centre and reassess all relevant evidence. The final decision of City & Guilds will be sent in writing to the centre.

All appeals against assessment of performance evidence must be made to the Head of Quality Services.

## Appendix E Related qualifications

In addition to the 7407 level 4 Certificate in Further Education Teaching, the following City & Guilds qualifications are available in the education and training sector:

- 7307 Level 3 Certificate in Teaching Adults
- 7302 Level 3 Certificate in Delivering Learning: An Introduction
- 7321 Certificate in Learning Support
- 7401 Certificate in Continuing Professional Development
- 7327 NVQ for Teaching Assistants
- 7328 SVQ for Classroom Assistants
- 7316 NVQ for Classroom Assistants
- 7317 Levels 3 and 4 Assessment and Verification Units
- 7318 Levels 3 and 4 Learning and Development Units
- 7319 Level 5 Learning and Development Units

Information on these schemes is available from City & Guilds Customer Services Enquiries.

## Appendix F Map of Stages One, Two and Three to the FENTO standards

<b>Stage 1</b>								
<b>Unit</b>	<b>Assignment</b>	<b>Key area and occupational standards criteria</b>	<b>FENTO underpinning values</b>					
			<b>1</b>	<b>1a</b>	<b>1b</b>	<b>2</b>	<b>3</b>	<b>4</b>
101	Assess learners' needs	A1: a A2: a h E1: f	•					•
102	Session plan and teaching	B1: a c d B2: a d B3: b C1: d g D2: c f D3: a	•				•	
103	Teaching and learning activities	B2: e B3: d C1: g C2: b e g C3: h D1: b c D2: b c f j D3: c	•				•	
104	Select resources	C1: d C2: f D3: a b c D5: c f	•				•	
105	Learner support	C3: f D1: b D2: i D4: b E2: e E3: d H1: d f H2: e	•			•		•
106	Assessment activity	A2: a h C1: g C2: g C3: h D4: b D5: f F1: a b c d e f g h F2: b c d G1: i H1: f	•					
107	Self-evaluation	D6: k D7: a c F2: c d G1: i G3: a H1: b d f h k H2: b d e h i	•	•				
108	Observe a teacher	H1: c H2: b d	•	•	•			

See page F4 for key to underpinning values

## Stage 2

Unit	Assignment	Key area and occupational standards criteria	FENTO underpinning values					
			1	1a	1b	2	3	4
109	Identify and assess learners' needs	A1: a b A2: a c d f g h j E1: b c e f g				•	•	•
110	Plan and manage the learning process	B1: a b c d e B2: a b c e f B3: a b c d e C2: b d C3: b i D3: a	•				•	•
111	Use techniques and facilitate learning	C1: b e C2: b c d e f g h C3: c d f i D3: c f	•				•	•
112	Principles of learning	D1: b c D2: b c d f D3: b c d f	•	•				
113	Communication seminar paper	D1: b D3: b c d	•					•
114	Develop resources	B3: e C1: d g h C2: f D5: c e f g h j D6: f H2: i	•					•
115	Support and guidance	A2: d C3: f g h D2: g h i j D4: b c e f g E2: a b d e f E3: b c d e E4: b d	•			•		•
116	Assessment	E2: g F1: a b c d e f g h i j k F2: a b c d e f	•			•		•
117	Educational issues	D6: k G1: b c d f i G2: a b c d G3: a b d	•	•				
118	Personal development	B2: a D7: a c F2: c H1: a b c d e f h j k H2: a b c d e f g h	•		•			

See page F4 for key to underpinning values

### Stage 3

Unit	Assignment	Key area and occupational standards criteria	FENTO underpinning values					
			1	1a	1b	2	3	4
119	Assessing learners' needs	A1: a b c d e f A2: a b c d e f g h i j D6: c E1: a b c d e f g	•			•	•	•
120	Planning learning programmes	B1: a b c d e f B2: a b c d e f B3: c e f g h	•				•	
121	Assessing learning	B3: a b d f h D6: a b f G2: a b	•	•				•
122	Developing teaching and learning techniques	C1: a b c d e f h C2: a b c d e h C3: a b c e g	•				•	•
123	Managing the learning process	D1: a b c d D2: a b c d e f g h j D3: a b c d e f D4: b c d	•			•	•	•
124	Maintaining quality	D6: c d e j D7: a b c d e f g h	•			•		
125	Providing learners with support	C2: f C3: d e f g i D2: i j D4: a e f g D5: a b c d e f g h i E2: a b c d e f g E3: a b c d e f g E4: a b c d e f g H2: b c	•			•		•
126	Assessing the outcomes of learning and learners' achievement	C1: g C2: g C3: h D4: e D6: g i k D7: g F1: a b c d e f g h i j k l F2: a b c d e f	•			•		•
127	Continuing professional development	D5: j D6: h G1: a b c d e f g h i j G2: a b c d e f G3: a b c d e H1: e	•		•			
128	Working within a professional value base	H1: a b c d e f g h i j k H2: a b c d e f g h i	•	•	•			

See page F4 for key to underpinning values



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## **Key to underpinning values**

1 Reflective practice and scholarship

embedded within the wider underpinning values:

1a Research and referencing

1b Ethical issues

2 Collegiality and collaboration

3 The centrality of learning and learner autonomy

4 Entitlement, equality and inclusiveness

1, 2, 3 and 4 are from the FENTO standards – please see Appendix A

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### **Note**

Personal skills, personal attributes and professional knowledge and understanding are referenced by the candidates in a synoptic summative profile.

## Appendix G Resource list

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### On-line support from City & Guilds

There is an on-line community ([www.smartscreen.co.uk](http://www.smartscreen.co.uk)) for those involved in teaching and training that provides support and course information for learning centres and learners. The site includes up-to-date news and features, study aids, an e-tutor for the course, teaching aids, careers information and funding information.

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#### General

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Business Education Publishers Ltd

Rogers A 1986. *Teaching Adults*, OU

Sutcliffe J, 1990. *Adults with Learning Difficulties: Education for Choice and Empowerment* NIACE/OU

Walklin L, 1996. *Teaching and Learning in Further and Adult Education*. Stanley Thornes

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### **Student support and guidance**

Coates D, Ashcroft K and Bigger S, 1996. *Researching into Equal Opportunities in Colleges and Universities*. Kogan Page

Jessup G, 1991. *Outcomes: NVQs and the Emerging Model of Education and Training*. Macmillan

NIACE, 1998. *Training for Change: A Training Pack to Support Adults with Learning Disabilities to Become Trainers*

Unwin L and Wellington J, 2000. *Young People's Perspectives on Education, Training and Employment*. Kogan Page

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### **Management in post-compulsory education**

Cantor L, Roberts I and Pratley B, 1996. *A Guide to Further Education in England and Wales*. Cassell

Further Education Funding Council/Learning and Skills Council. *Management of Quality, Quality Assurance and Funding Documents*

Hall, V, 1994. *Further Education in the UK*. Collins Educational

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### **Continuing professional development**

Brown S and Race P, 1994. *Assess Your own Teaching Quality*. Kogan Page

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### **Teaching and learning**

Brookfield S D, 1990. *The Skilful Teacher*. Jossey-Bass

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### **Curriculum design and evaluation**

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Vella J, Berardinelli P and Burrow J, 1998. *How Do They Know They Know? Evaluating Adult Learning*. Jossey-Bass/Wiley

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### **Action research**

Altrichter H, Posch P and Somekh B, 1993. *Teachers Investigate their Work: An Introduction to the Methods of Action Research*. Routledge

Bell J, 1987. *Doing Your Research Project*. OUP

Boud D, 1985. *Reflection: Turning Experience into Learning*. Kogan Page

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Coglan D and Brannick T, 2000. *Doing Action Research in Our Own Organisation*. Sage Publications

Hopkins J, 1993. *A Teachers' Guide to Classroom Research*. OUP

Schon D, 1995. *The Reflective Practitioner*. Temple Smith

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### **SEDA/ILT**

Brookfield S D, 1990. *The Skilful Teacher*. Jossey-Bass

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### **Journals**

*Adult Learning* (NIACE, National Institute for Adult Continuing Learning))

*Assessment Matters* ('Lifetime Careers', the careers service for Wiltshire)

*Education Journal*

*Education Today*

*Further Education Focus, Times Education Supplement*

*Learning & Skills Development* (Learning & Skills Development Agency)

*Times Higher Education Supplement*

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### **Useful websites**

The Basic Skills Agency	<a href="http://basic-skills.co.uk">basic-skills.co.uk</a>
British Educational Communications and Technology	<a href="http://becta.org.uk">becta.org.uk</a>
British Dyslexia Association	<a href="http://bda-dyslexia.org.uk">bda-dyslexia.org.uk</a>
Department for Education and Skills	<a href="http://dfes.gov.uk">dfes.gov.uk</a>
FENTO	<a href="http://fento.org">fento.org</a>
Further Education Development Agency	<a href="http://feda.ac.uk">feda.ac.uk</a>
Employment NTO	<a href="http://empnto.co.uk">empnto.co.uk</a>
Guardian Education	<a href="http://educationunlimited.co.uk">educationunlimited.co.uk</a>
Journal of Further and Higher Education	<a href="http://tandf.co.uk">tandf.co.uk</a>
Learn Direct	<a href="http://learndirect.co.uk">learndirect.co.uk</a>
Learn Free – 'Education for all' with 16+ and Research section	<a href="http://learnfree.co.uk">learnfree.co.uk</a>
Learning Network (The) & Employment	<a href="http://NTOthelearningnetworkonline.com">NTOthelearningnetworkonline.com</a>
Learning Skills Development Agency	<a href="http://LSDA.org.uk">LSDA.org.uk</a>
Lifelong Learning	<a href="http://lifelonglearning.co.uk">lifelonglearning.co.uk</a>
National Foundation for Educational Research	<a href="http://nfer.ac.uk">nfer.ac.uk</a>

National Grid for Learning	<a href="http://fe.ngfl.gov.uk">fe.ngfl.gov.uk</a>
NIACE – National Institute of Adult Continuing Education	<a href="http://niace.org.uk">niace.org.uk</a>
Office of Standards in Education	<a href="http://ofsted.gov.uk">ofsted.gov.uk</a>
Standing Conference on university teaching and research in adult education	<a href="http://scutera.ac.uk">scutera.ac.uk</a>
Those Who Can	<a href="http://thosewhocan.com">thosewhocan.com</a>
Times Educational Supplement	<a href="http://tes.co.uk">tes.co.uk</a>
Times Higher Education Supplement	<a href="http://thes.co.uk">thes.co.uk</a>

University websites can provide useful information. A number of students have particularly recommended the following at De Montfort University:  
[staff.dmu.ac.uk/~jamesa/learning/contents.htm](http://staff.dmu.ac.uk/~jamesa/learning/contents.htm)

## Appendix H Sample assignment forms

These forms are provided as examples of forms that centres/candidates can use. However, centres are free to use their own forms if they so wish.

- lesson plans (Please note that there are two different versions of the lesson plan.)
- observed teaching experience
- assignment record – Stages One, Two and Three

---

## Lesson plan 1

---

Course	Group	Topic
Date	Time	Venue
Learning outcomes		
a)	b)	c)
		d)

---

Time Topic development reference (if applicable)

Activities and resources

FENTO standards

---



---

Evaluation

---

**Lesson plan 2**

---

Group

Topic

---

Date

Time

---

Venue

Tutor

---

**Aims** (of the lesson)

---

**Objectives** (intended learning outcomes and any particular concerns)

---

**Relevant previous learning** (Eliciting general experience of learners)

---

**Resources**

---

**Teaching/learning methods**

Give details of each separate task you are introducing with times and learner activities.  
(Activity and associated learner activities to become more varied as the programme develops)

---

Timescale

Teacher activity

Learner activity

---

---

**Assessment of learning**

---

**Evaluation of session**

(Reflections: Did you achieve what you planned? Any changes? If so, what and why? How will you use changes in next lesson? Note any important issues. Look for possible links eg to professional development journal or as material or background for possible assignment.)

---

**Observed teaching experience**

---

Candidate name	College/centre
Course	No. of students
Time/ duration	Date
Observed session (topic)	Tutor/ observer

<b>Planning and preparation</b>	<b>Evidence presented</b>	<b>Comments</b>	<b>Evidence accepted</b>
Specifies intended learning outcomes			
Lesson plan and context			
Selection and organisation of content			
Selection of strategies			
Selection of resources capable of challenging sexism and racism			
Organisation of environment			
Ensures health and safety of learners			
Assesses the learners' progress through a combination of formal and informal techniques			
Ensures that some appropriate learning takes place			
Effectively applies teaching/learning strategies			
Communicates effectively with learners			
Manages, in an appropriate manner, the behaviour of learners			
Provides appropriate support and feedback to learners			

<b>Evaluation</b>	<b>Evidence presented</b>	<b>Comments</b>	<b>Evidence accepted</b>
Evaluates the effects of the session			
Recognises faults occurring during the session			
Lists and justifies the changes required for the delivery of the learning in future occasions			
<b>Tutor's comments</b>			

---

## Assignment record for Stage One

<b>Stage One assignments</b>	<b>Date passed</b>	<b>Signature</b>
Unit 101 Assess learners' needs		
Unit 102 Session plan and teaching		
Unit 103 Teaching and learning activities		
Unit 104 Select resources		
Unit 105 Learner support		
Unit 106 Assessment activity		
Unit 107 Self-evaluation		
Unit 108 Observe a teacher		
Candidate name	Date	Signature
Tutor name	Date	Signature
Quality Assurance Co-ordinator name (if applicable)	Date	Signature
External Moderator name (if applicable)	Date	Signature

---

---

## Assignment record for Stage Two

<b>Stage Two assignments</b>	<b>Date passed</b>	<b>Signature</b>
Unit 109 Identify and assess learners' needs		
Unit 110 Plan and manage the learning process		
Unit 111 Use techniques and facilitate learning		
Unit 112 Principles of learning		
Unit 113 Communication seminar paper		
Unit 114 Develop resources		
Unit 115 Support and guidance		
Unit 116 Assessment		
Unit 117 Educational issues		
Unit 118 Personal development		
Candidate name	Date	Signature
Tutor name	Date	Signature
Quality Assurance Co-ordinator name (if applicable)	Date	Signature
External Moderator name (if applicable)	Date	Signature

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## Assignment record for Stage Three

<b>Stage Three assignments</b>	<b>Date passed</b>	<b>Signature</b>
Unit 119 Assessing learners' needs		
Unit 120 Planning learning programmes		
Unit 121 Assessing learning		
Unit 122 Developing teaching and learning techniques		
Unit 123 Managing the learning process		
Unit 124 Maintaining quality		
Unit 125 Providing learners with support		
Unit 126 Assessing the outcomes of learning and learners' achievement		
Unit 127 Continuing professional development		
Unit 128 Working within a professional value base		
Candidate name	Date	Signature
Tutor name	Date	Signature
Quality Assurance Co-ordinator name (if applicable)	Date	Signature
External Moderator name (if applicable)	Date	Signature

---

## Appendix I APL/APEL process and forms

Candidates seeking APL/APEL need to produce evidence to demonstrate that they have met the current standards. They must be able to show how they have fully covered the appropriate aspects of the FENTO standards at Level 4 in terms of:

- the ability outcomes of the programme
- the indicative content
- the assessment criteria.

Candidates working towards a 7407 Level 4 Certificate in Further Education Teaching must also ensure that they meet the teaching practice requirements as specified by FENTO, by adding to any previous teaching practice where necessary.

The following document (or one of a similar format) should be used by the centre to record the candidate's evidence and claim for APL/APEL. Tutors should also record how they have checked the retention of knowledge of skills presented through APL/APEL evidence.

City & Guilds appointed External Moderators will sample APL/APEL evidence during the moderation visits, and this form (or equivalent) and the supporting evidence must be made available to the External Moderator.

The form summarises the FENTO standards, and centres may wish to adapt this for each level after consulting the full standards as reprinted in Appendix A.

---

## APL/APEL – FENTO standards – values informing the FENTO standards

Value	Fully covered (evidence)	Partially covered (evidence)	Action to be taken
-------	--------------------------	------------------------------	--------------------

Reflective practice Scholarship			
------------------------------------	--	--	--

Collegiality Collaboration			
-------------------------------	--	--	--

The centrality of learning Learner autonomy			
--	--	--	--

Entitlement Equality Inclusiveness			
--	--	--	--

---

## APL/APEL – FENTO standards – Knowledge, understanding, skills and attributes

Professional knowledge and understanding	Fully covered (evidence)	Partially covered (evidence)	Action to be taken
--	--------------------------	------------------------------	--------------------

Domain-wide knowledge applicable across all areas of professional practice

Generic knowledge relating to each standard.  
 Note Essential knowledge is covered under the standard within each key area

Personal skills (of Appendix A)

Personal attributes (of Appendix A)

## APL/APEL – FENTO standards – Key areas of teaching

Key area	Key areas of teaching	Fully covered (evidence)	Partially covered (evidence)	Action to be taken
<b>A</b>	<b>Assessing learners' needs</b>			
	A1 identify and plan for the needs of potential learners			
	A2 make an initial assessment of learners' needs			
<b>B</b>	<b>Planning and preparing teaching and learning programmes for groups and individuals</b>			
	B1 identify the required outcomes of the learning programme			
	B2 identify appropriate teaching and learning techniques			
	B3 enhance access to and participation in learning programmes			
<b>C</b>	<b>Developing and using a range of teaching and learning techniques</b>			
	C1 promote and encourage individual learning			
	C2 facilitate learning in groups			
	C3 facilitate learning through experience			

## APL/APEL – FENTO standards – Key areas of teaching (cont'd)

Key area	Key area of teaching	Fully covered (evidence)	Partially covered (evidence)	Action to be taken
<b>D</b>	<b>Managing the learning process</b>			
	D1 establish and maintain an effective learning environment			
	D2 plan and structure learning activities			
	D3 communicate effectively with learners			
	D4 review the learning process with learners			
	D5 select and develop resources to support learning			
	D6 establish and maintain effective working relationships			
	D7 contribute to the organisation's quality assurance system.			
<b>E</b>	<b>Providing learners with support</b>			
	E1 induction of learners into the organisation			
	E2 provide effective learning support			
	E3 ensure access to guidance opportunities for learners			
	E4 provide personal support to learners			

**APL/APEL – FENTO standards – Key areas of teaching (cont'd)**

Key area	Key area of teaching	Fully covered (evidence)	Partially covered (evidence)	Action to be taken
<b>F</b>	Assessing the outcomes of learning and learners' achievements <b>F1. use appropriate assessment methods to measure learning and achievement</b>  <b>F2. make use of assessment information</b>			
<b>G</b>	Reflecting upon and evaluating one's own performance and planning future practice <b>G1. evaluate one's own practice</b>  <b>G2. plan for future practice</b>  <b>G3. engage in continual professional development</b>			
<b>H</b>	Meeting professional requirements <b>H1. work within a professional value base</b>  <b>H2. conform to agreed codes of professional practice</b>			

Candidate: .....Date: .....

Tutor: .....Date: .....

# 7407 Level 4 Certificate in Further Education Teaching **Action Plan**

Stage: .....  
.....

Candidate: .....  
.....

Tutor: ..... Date: .....  
.....

---

Action to be taken by candidate

By when

---

Tutor signature .....Date .....

Candidate signature .....Date .....



# Appendix J Centre checklist for centre and scheme approval – planning and delivering the programme

In order to gain centre and scheme approval, all the following points must be taken into consideration.

---

## Schemes of work and session planning

Centres that seek approval to run the 7407 award will clearly need to demonstrate their ability to provide a well planned and robust programme. When External Moderators visit centres they will examine not only the evidence of the candidates' outcomes, but also the process of delivery and coverage of the FENTO standards. The following notes are designed as an aide memoire for External Moderators to use when visiting the centre to ensure these specifications are being met.

---

## Schemes of work

There are a number of interpretations of the term scheme of work. For the purpose of this checklist, a scheme of work is defined as 'an overview of the learning programme with details of timing, content, teaching and learning activities, assessment, staffing and resources.' Many centres produce course handbooks for candidates with these details included.

As a 7407 External Moderator you should be checking the following in relation to schemes of work:

Has the centre made provisions to profile the candidates applying to join the programme?

- Have they a robust initial assessment process that meets the requirements set out in Section 6 of the Centre guide?
- Does the profile identify existing skills and experience?
- Does the profile identify Key Skills strengths and weaknesses?
- Does the profile identify tutorial/study skills required?
- Does the profile record the context and range of teaching opportunities available to the candidate?
- How will the team be made aware of the individual learning styles and preference of learners?

Has the centre specified the length of the programme?

- Is this appropriate for the 7407 stage they are offering?
- Is the length about right to maintain a balance between keeping candidates motivated and not putting too much pressure on them as learners?
- Does the timeframe allocated allow for consolidation of learning?

Has the centre identified the topics to be covered in each session?

- Are those topics clearly related to the learning objectives?
- Do they meet learning outcomes?
- Will they be delivered by appropriately competent staff?

Has the centre considered whether the sessions have the following features?

- Follow a logical sequence?
- Build on previous learning?
- Are at the appropriate level?

Has the centre identified the level of tutorial and other support available to candidates?

- How are candidates allocated tutorial support?
- Will this be sufficient for their individual needs?
- What other learning support facilities does the centre offer to candidates?

Has the centre appropriate resources to deliver the 7407 award?

- Have they a range of resources to support and extend candidates' knowledge?
- Are the resources sufficient to allow all candidates access to this information?
- Are the facilities suitable and accessible to all students?
- Are staff suitably qualified to deliver a Level 4/HE1 programme?

Has the centre a clearly defined assessment strategy?

- Does this define the roles and responsibilities of those involved in the assessment process?
- Is the documentation clear and appropriate to record assessment decisions?
- Are sufficient hours allocated for observing student teachers?

---

### **Session plans**

Centres approved to deliver the 7407 should be modelling good practice in the planning and delivery of their own programmes. It raises serious questions of credibility if the course team does not demonstrate the same level of professional practice that it is asking of the candidates. Central to this is the production of well structured session plans.

External Moderators will check the following:

Has each session plan

- Learning objectives and outcomes which students are made aware of?
- A clear layout which can be followed by other members of the teaching team if they are called on to deliver the session?
- Timings to ensure the activities are achievable within the session time frame?

Have the activities in the session been designed to

- Accommodate the range of learning styles?
- Facilitate discussion?
- Encourage reflection?
- Demonstrate practical application?
- Allow for the sharing of good practice?
- Promote independent learning?
- Encourage analysis and critical thinking?

Has the centre ensured there are a range of resources for each session? eg

- IT resources?
- Identified websites?
- Selected paper based resources?
- Related current and topical articles?

References for further reading?

# Appendix K Criteria for assessment of the Level 4 Certificate in Further Education Teaching

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## Guidance

This guidance has been produced to clarify the Level 4/HE1 requirements of each stage of the 7407 Certificate in Further Education Teaching. The attached grid identifies the four areas on the QAA Benchmark for Education Studies. It is intended to inform practitioners and course teams of the depth and breadth within each assignment that is required at each stage to achieve a pass grade. Written feedback and comments by the marking tutor at the centre should reflect the assessment requirements in relation to the four areas on the grid.

---

## Background

We have received very useful feedback from External Moderators visiting centres delivering the 7407 Certificate in Further Education Teaching. It appears that one of the primary challenges for centres is the change from delivering a Level 3 to a Level 4 qualification and the implications this has for both those submitting and those marking assignments at this higher level. This has raised the key questions

- What do we mean by 'Level fourness'?
- How will we know it when we see it?
  - If Stages One, Two and Three are all Level 4, what should we be looking for when we mark these different stages?

---

## The QAA Benchmark

To address some of these issues, we have looked at the ways in which centres can be supported further in their marking of assignments, in particular by providing benchmarks which will help them to ensure consistency of practice. The QAA benchmark in Education Studies provides both the context and the basis to inform assessment judgements for this award. This benchmark is used by many education institutions to ensure their staff apply assessment judgements consistently. These institutions have also developed guidelines for markers on how to use the benchmarking statements when they assess students work. Following discussions with moderators and centres and research into the application of the QAA benchmark, we have concluded that any additional assessment guidance for needs to be:

- based on an accepted educational model
- clear and concise
- applicable to assignments at Stages one, two and three of the award
- straightforward in application.

---

## Proposal

Given the criteria above, it is proposed that centres should have a summary sheet with assessment guidance based on the QAA benchmarks of:

knowledge and understanding  
application  
reflection  
presentation.

This summary sheet which follows can then be used for reference by staff as they mark Stages One, Two and Three – and also as the rationale for both assessment decisions and standardisation activities within centres.

---

## Guidance on assessment of Stages One, Two and Three of 7407 Level 4 Certificate in Further Education Teaching

Stages One, Two and Three of this qualification are all at Level 4. However, it is expected that students should demonstrate a greater depth of understanding and analysis as they move from Stage One to Stage Three. Not all of the features below will be evident in all of the assignments as the assignment topic will determine the features markers will be looking for.

7407 stage	Knowledge and understanding	Application	Reflection	Presentation of assignments
1	The ability to identify relevant theoretical sources and to critically analyse these to extend their knowledge and understanding	<b>Some</b> ability to accommodate new principles and understanding	A developing <b>ability</b> to question and to critically analyse concepts and theories encountered in their studies	Adequate visual presentation. Few errors in syntax spelling and punctuation.
2	The ability to <b>select</b> from a range of theoretical and research based evidence to critically analyse and extend their knowledge and understanding	<b>An ability</b> to accommodate new principles and understanding, and to suggest ways forward and changes in practice	<b>An ability to use their</b> knowledge and understanding to critically justify a personal position in relation to the study topic	Good visual presentation. Proof reading evident. Few errors in syntax, spelling and punctuation.
3	The ability to select from a comprehensive <b>range</b> of relevant primary and secondary sources, including theoretical and research based evidence, to critically analyse and extend their knowledge and understanding	<b>A well developed ability</b> to accommodate new principles and understanding and suggest changes in practice using a range of evidence	The ability to <b>integrate their knowledge and understanding critically</b> into a personal position which shows depth and originality in relation to the subject.	Very good visual presentation. Well chosen vocabulary, correct spelling and punctuation.

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# Appendix L Assignment assessment and moderation sheets

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## Guidance notes

The 7407 Assignment Assessment Sheet and Assignment Moderation Sheet must be used by all centres except where the External Moderator has agreed that the centre's own forms meet City & Guilds requirements. To avoid the need for photocopying, **carbonated copies of these forms are available from City & Guilds**. When using these, the white copy should be attached to the assignment, the yellow copy should be placed in the tutor's file and the pink copy should be given to the candidate.

The 7407 Assignment Assessment Sheet must be completed for each assignment assessed by the tutor and attached to the front of the candidate's work. Where candidates have linked assignments from more than one unit, a separate Assignment Assessment Sheet must be completed for each unit claimed. Where an assignment has been referred, the tutor must complete an additional sheet at re-submission.

Centres that wish to use their own feedback sheets must still complete the administration details at the top of the page and the assessment decision section at the bottom of the page. This must be attached to the assignment together with the centre's own feedback sheet.

Part 1 of the Assignment Moderation Sheet must be completed by the Internal Moderator/second marker when a candidate's work is selected for internal moderation; alternative forms may not be substituted.

Part 2 of the 7407 Assignment Moderation Sheet is to be completed by the External Moderator when carrying out moderation of a candidate's work; otherwise this should be left blank.

When a unit is sent for standardisation, the Assignment Assessment Sheet and the Assignment Moderation Sheet must be attached to the front of the assignment together with any feedback sheets used by the centre when marking the assignment.

A copy of both assessment sheets and moderation sheets must be held in the course file and be available for audit during an External Moderation visit.

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## 7407 Assignment Assessment Sheet

This sheet must be completed for each assignment submitted.

Centre name:		Centre no:	
Stage 1 2 3 (please circle as appropriate)			
Candidate name:		Enrolment no:	
Unit no:	Date submitted:	Date marked:	
Assessor 1 name:			
Comments:			
Points for action/further development:			
Tutor signature:		Candidate signature:	
Decision:	Pass	Refer	Fail

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## 7407 Assignment Moderation Sheet

This sheet must be completed for each assignment submitted.

<b>Part 1:</b> Centre name:				Centre no:			
Internal Moderator name:				Date:			
Candidate name:				Stage no:			
Tutor name:				Unit no:			
Comments:							
Further action:							
Internal Moderator signature:							
Decision:	Pass		Refer		Fail		
<b>Part 2:</b> External Moderator name:					Date:		
Comments:							
Further action:							
External Moderator signature:							
Decision:	Pass		Refer		Fail		

## Appendix M Assessment grid exemplar

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### Assessment grid for Unit 112: Principles of learning

We would recommend that this form is completed by the tutor and candidate for the assignment/unit.

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<b>Assessment criteria</b>	<b>How criteria have been met</b>	<b>Developmental comments</b>
Candidates are required to:	Candidate to complete	Tutor to complete
1 Identify and discuss the significance of relevant principles of learning.	Additional reading around the topic evidenced in the assignment. Changes noted from chalk and talk to the developments in FE towards independent learning.	Well done – this assignment shows you are now spending more time reading and extending your understanding. This has really improved your writing.
2 Analyse in detail how two principles of learning affect the planning of their teaching.	Two theoretical models discussed in some detail. Brief outline provided of strengths and challenges of each model in relation to programme design.	Strengths and challenges of each model could have been analysed in more depth – it would have been useful to give examples from your own experience to support your discussion.
3 Discuss the impact these insights have had on their own teaching.	Effective analysis of how the two theories have influenced practice. Amendments made to three learning sessions as a result of this analysis.	Very interesting to see how you have made some really significant changes in the way you deliver your practical sessions as a result of the learning from this unit.

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Tutor signature: .....Date:.....