

Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (7304)

Qualification handbook

Qualified Teacher Learning and Skills (QTLS) framework



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1 About this document

This document contains the information that centres need to offer the following teaching certificate(s) under the new arrangements for candidates working towards Qualified Teacher, Learning and Skills status (QTLS) and Associate Teacher, Learning and Skills status (ATLS) in the QTLS Framework:

Level 3 Certificate in Teaching in the Lifelong Learning Sector (7304)

Level 4 Certificate in Teaching in the Lifelong Learning Sector (7304)

For full details of complex numbers, please refer to the *Online Catalogue on Walled Garden* (**www.walled-garden.com**)

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- suggested reading lists
- tutor and candidate recording forms
- practical and theory assessments.

2 About the qualification

2.1 Aim of the qualification

The Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) is for Pre-service or In-service Teachers or Associate Teachers, and is aimed at candidates who:

- are deemed to be in an Associate Teacher role **or**
- would like or require an introduction to teaching in the Lifelong Learning Sector **or**
- are seeking career progression within their area of work **and**
- have access to **30 teaching practice hours** (whether pre-service or in-service)
- teach on a one-to-one and/or group basis
- are trainers in industry.

Pre-service is defined as those who are not formally contracted as teachers. **In-service** is defined as those who are formally contracted as teachers. Candidates in both categories must have access to 30 hours of teaching in a recognised lifelong learning context.

For further clarification on the Associate Teacher and Full Teacher roles, please refer to Institute for Learning (IfL) guidance documentation available to download from www.ifl.ac.uk. Current definitions of the roles are also available from www.cityandguilds.com/qtls, and in LLUK publications available from www.lluk.org.uk.

The qualification is suitable for those who work or want to work as:

- teachers in the Lifelong Learning Sector, ie further, adult and community education, work-based learning and the voluntary sector, provided they are qualified/experienced in the subject they intend to teach at the appropriate level. The decision as to what constitutes entry qualifications/experience is at the discretion of the centre
- technicians and support staff in further and adult education.

About the level of this qualification

The Certificate in Teaching in the Lifelong Learning Sector (7304) can be delivered at both level 3 and level 4. Centres may deliver the qualification at either/or both levels, according to the needs of their learners. Centres must be approved, register and assess candidates at the appropriate level.

The level of the qualification is determined by the assessment criteria and assessments, rather than the learning outcomes and indicative content. In practical terms, this means that delivery of the qualification will be the same for both levels 3 and 4; but the overall level achieved will depend on the assessment tasks undertaken and the results achieved.

In addition, a candidate can undertake a level 3 assessment task, but still achieve at level 4, if he / she displays the required analytical skills and knowledge as outlined in the assessment criteria appropriate to that level for the relevant unit.

Candidates seeking to achieve a level 4 qualification may achieve the PTLLS unit / 7303 Award at level 3, but all other units which comprise the 7304 qualification must be achieved at level 4. For further detail about the required units, please refer to section 7.2 *The units* in this qualification handbook.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory/principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values
- an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended). Writing should be concise, and candidates should provide evidence of careful planning.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment* available to download from **www.cityandguilds.com**.

This qualification is related to the following City & Guilds qualifications:

- 7305 Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- 7302 Level 3 Certificate and Diploma in Delivering Learning
- 7303 Levels 3 and 4 Award in Preparing to Teaching in the Lifelong Learning Sector (PTLLS)
- 7407 Level 4 Certificate in Further Education Teaching
- 7318 Level 3 NVQ Learning and Development qualifications
- 7307 Level 3 Certificate in Teaching Adult Learners.

The qualification is designed to contribute towards the skills, knowledge and understanding for the new professional standards for teachers, tutors and trainers in the Lifelong Learning Sector.

The qualification provides progression from the Levels 3 and 4 Award in Preparing to Teaching in the Lifelong Learning Sector (7303). It is the qualification for Associate Teachers in the Lifelong Learning Sector. It allows progression to the Level 5 Diploma in Teaching in the Lifelong Learning Sector (7305) for those in the 'Full Teacher' role.

The qualification is designed to enable candidates to:

- adopt an integrated approach to the theory and practice of teaching
- reflect on their own previous/current levels of experience, practice and skills, and areas for development
- identify principles of learning, teaching, assessment and evaluation
- develop confidence, communication and interpersonal skills
- develop an awareness of their professional role and responsibilities.

2 About the qualification

2.2 The structure of the qualification and QCF credit values

This is a minimum 24 credit qualification, consisting of **three mandatory** units (total 18 credits) and optional units to the minimum value of 6 credits (to a maximum value of 18 credits).

City & Guilds unit number*	Unit title	Mandatory /Optional unit	Qualifications and Credit Framework (QCF) value
Unit 1	Preparing to teach in the Lifelong Learning Sector	Mandatory	6 credits
Unit 2	Planning and enabling learning	Mandatory	9 credits
Unit 3	Principles and practice of assessment	Mandatory	3 credits
From a selection	Optional units (refer to <i>CTLLS Level 3 optional units handbook</i> or <i>CTLLS Level 4 optional units handbook</i>)	Optional (staged at Level 3 /4)	6 credits (minimum, to a maximum of 18 credits)

*For details of component numbers for the specified units above, please refer to the *Online Catalogue* on *Walled Garden* (www.walled-garden.com)

The QCA reference numbers for the 7304 CTLLS qualification are as follows:

QCA reference	Qualification title
500/2007/9	Level 3 Certificate in Teaching in the Lifelong Learning Sector
500/2006/7	Level 3 Certificate in Teaching in the Lifelong Learning Sector.

The **one** PTLLS mandatory unit may be carried forward from the Levels 3/4 Award in Preparing to teach in the Lifelong Learning Sector (7303), or studied alongside / within the Level 3/4 CTLLS.

The optional units may:

- reflect the context or setting in which teaching and learning takes place
- be elements related to a particular teaching role
- be specialised units on particular subjects; for example, 'assessment'.

It may be necessary for candidates to undertake additional optional units according to the focus of their work and its specific requirements.

Qualifications and Credit Framework (QCF)

The QCF is a credit based framework which will eventually replace the National Qualifications Framework (NQF). The framework assigns credit values to units and qualifications, allowing learners and centres to easily track progression and accumulation of learning and skills. The QCF tracks achievement data via a unique learner number (ULN). Centres will need to register with the Learner Registration Service (LRS) to get ULNs for their candidates, by emailing lrssupport@miap.gov.uk or by calling **0845 602 2589**, stating that City & Guilds is their Awarding Body (AB).

The QCF is a new 'pilot' framework emerging out of a Department for Education and Skills (DfES) initiative to transform and professionalise teacher training and Continuing Professional Development (CPD) in the Lifelong Learning Sector in England. Further information on the QCF is available from www.qca.org.uk.

QCF credit value

The total number of credits required to achieve the full Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (7304) is **24 credits**.

To achieve the qualification, candidates must successfully complete both the theory and practical assessments covering **all** mandatory units **plus** assessments for the chosen optional units.

2 About the qualification

2.3 Assessment of the qualification

Assessment

National standards and rigorous quality assurance are maintained by the use of assessments. Each mandatory unit within the qualification will be holistically assessed by two City & Guilds assessments, which are to be marked internally by the centre. Quality assurance is provided by the centre and monitored by City & Guilds' external verification systems, to ensure that national standards are maintained.

Each assessment will be graded **pass** or **refer**. If a candidate has been referred and does not meet the assessment criteria in the subsequent resubmission, centres should use their discretion to either:

- arrange additional support for the candidate, **or**
- guide the candidate towards a more suitable qualification, **or**
- inform them of their rights under the appeals procedure, as outlined in section 2.4.

Centres must have a referral policy in place. Centres should issue the assessments at points during the programme that they feel are appropriate. However, marking and feedback should take place within two weeks of submission of the completed assessments. Centres may wish to issue the assessments early on in the programme. This then allows for formative assessment and ongoing internal verification.

The assessments provided are mandatory and alternatives are not acceptable. All work presented by candidates should be word-processed or legibly handwritten in ink. Level 4 assessments **must** be word processed.

Assessment of candidates' achievement in the qualification will be the responsibility of a designated tutor, assisted in many centres by a course delivery team.

When marking candidates' work, the tutor should use his/her professional judgment to ensure that all parts of the assessments have been successfully completed. The use of professional discussion (recorded on Appendix 2) may be used to support review of assessments but not replace them. Further guidance regarding the assessment of theory and practical assessments is contained within each of the units.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plan formats which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

There is **no requirement** for independent assessment to take place.

A sample tutor tracking sheet to track dates of candidate achievement of the assessments is provided in Appendix 4. Use of this form is not compulsory: however, candidates should keep records of candidate assessments.

For candidates with particular requirements, centres should refer to the City & Guilds policy document, *Access to Assessment: Candidates with particular requirements*.

Observation

Candidates must be observed for at least **three hours** over a minimum of **three** occasions of their 30 teaching practice hours. Form 6 *Observation Report* and Form 10 *Assessment Report* are **strongly recommended** to be used for this purpose. Each observation **must** be for a minimum of 30 minutes and **must** be in the candidate's place of work.

Teaching observation and teaching practice excludes observed practice completed as part of the 7303 PTTLS qualification or PTTLS unit, or theory assessment in the Planning and enabling learning unit at level 3 or level 4, or mentor observations.

Teaching practice must be in an appropriate learning and skills setting, and centres **must** maintain a list of approved locations.

Observations should be throughout the duration of the CTLLS programme. Constructive and developmental feedback should be given. Centres should use their professional judgement when making decisions. Mentors are encouraged to observe candidates in addition to the required tutor observations.

2 About the qualification

2.4 Appeals against assessment

This section relates to appeals against results from assessment of tasks undertaken by candidates.

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

If a candidate appeals against the result of an assessment, the Programme Tutor should try to resolve the problem in the first instance. It should then be referred to the Internal Verifier, and following that, the centre Quality Assurance Co-ordinator. If the problem cannot be satisfactorily resolved, the External Verifier should be approached, to offer independent advice. All appeals must be clearly documented by the centre's Co-ordinator and made available to the External Verifier and/or City & Guilds.

3 Candidate entry requirements and Accreditation of Prior Learning (APL)

Candidate entry requirements

Candidates should be qualified/experienced in the subject they intend to teach, have access to 30 teaching practice hours and possess reasonable levels of language, literacy and numeracy. For further guidance, refer to section 5 *Initial assessment* in this document.

In addition, the nature of both the learning and assessment required for the qualification is such that candidates should have the ability to manage the requirements of the level of the qualification they are taking, read and interpret written tasks, and to write answers in a legible and understandable form. Evidence of this should be recorded as part of their initial assessment. Candidates will also need to be able to organise written information clearly and coherently.

It is good practice to embed Skills for Life personal skills: literacy, numeracy and ICT within the programme delivery; and centres should provide candidates with access to support in these areas where necessary. **The Minimum Core of language, literacy, maths and ICT must be embedded within Unit 2 *Planning and enabling learning*.**

Candidates will be expected to have maintained and completed their continuing professional development (CPD) in accordance with regulations.

Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could contribute to a qualification.

APL from the Award in Preparing to teach in the Lifelong Learning Sector (7303)

Achievement of the 6 credit PTLLS unit at level 3 or 4 is a **mandatory** requirement of the Levels 3/4 Certificate in Teaching in the Lifelong Learning Sector (7304).

Candidates may work towards achieving the PTLLS unit through the Levels 3/4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) (7304), or may gain recognition of prior achievement against that unit if they have previously successfully achieved the Award (7303).

4 Centre requirements

4.1 Centre, qualification and fast-track approval

Centres not yet approved by City & Guilds

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website (www.cityandguilds.com).

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until centre and qualification approval have been obtained and candidates are registered for the programme. Further guidance is contained in *Providing City & Guilds qualifications - a guide to centre and qualification approval*.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

Existing City & Guilds centres

To offer the Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (7304), centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Further details on the qualification approval process are available in *Providing City & Guilds qualifications - a guide to centre and qualification approval*.

Fast-track approval

City & Guilds centres may be eligible for fast-track approval for this qualification. For further guidance, please refer to the City & Guilds QTLS microsite www.cityandguilds.com/qtls.

4 Centre requirements

4.2 Registration and certification

Administration

Full details of City & Guilds' administrative procedures for the Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) is provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, as specified in the City & Guilds *Online Catalogue*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change. The latest News Updates are available on our website (www.cityandguilds.com/qtls).

Registration

Candidates must be registered as near to the start date of their programme. Centres should submit registrations using Form S or via the Walled Garden, under qualification number **7304** for the Level 3 and Level 4 Certificate in Teaching in the Lifelong Learning Sector.

For full details of complex registration numbers, please refer to the *Online Catalogue on Walled Garden* (www.walled-garden.com).

Following registration, a Nominal Roll Report (NRR) will then be issued by City & Guilds. This report confirms to centres that the registration application has been received and processed. If there are any problems in the registration process, these will be identified by way of messages or warnings appearing on the NRR that must be acted upon by the centre immediately.

Certification

When assessments for the units have been passed by the Assessor and internally sampled (externally sampled prior to first certification claim or following sanctions), candidate results should be submitted on Form S or via the Walled Garden.

Before a full qualification can be claimed, the claiming centre **must** possess a record of the candidate's fully completed teaching practice log which evidences fulfilment of the 30 teaching practice hours required of this qualification.

Candidates successfully achieving both assessments for each unit will be issued with a Certificate of Unit Credit (CUC). Candidates successfully achieving the required number of units to achieve 24 credit points will receive the Certificate in Teaching in the Lifelong Learning Sector (CTLLS) at either Level 3 or Level 4.

There is no opportunity for single accreditation of one assessment. However, candidates may achieve the remaining assessments at a later date (see section 3 on APL in this document).

Full details on all the above procedures are given in the Directory of Vocational Qualifications, published annually by City & Guilds. This information is also available on the Walled Garden: www.walledgarden.com.

Summary of registration and certification procedures

Steps	What happens?
1	Centres register candidates for the qualification, using Form S or the Walled Garden, as near to the start date of their programme as possible
2	Centres receive Nominal Roll Report confirming registered candidates (at this stage, centres must check all candidate details and notify City & Guilds of any inaccuracies)
3	Centres use Form S or the Walled Garden to claim completion of the units, once these have been marked and quality assured.
4	Centres receive a Nominal Roll Report and a Results List, confirming that the claim has been processed. They will also receive certificates at this time.

For further advice and guidance on registration and certification procedures, please contact our Customer Relations team on 020 7294 2800, or email ENTRIES@cityandguilds.com.

Retaining assessment records

Centres must retain original copies of candidate assessment and internal verification records for at least three years after certification.

Centres must ensure the unit declaration record is completed for each unit achieved (Appendix 6).

Notification of results

After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.

Certificate of unit credit (CUC)

A certificate of unit credit records the successful completion of a unit. Centres can apply for CUCs on behalf of a candidate at any time after they have achieved each unit. They do not need to wait until the full programme of study has been completed.

Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualification, as described in section 2.2 *The structure of the qualification*.

4 Centre requirements

4.3 Quality assurance

This information is a summary of quality assurance requirements for this qualification.

City & Guilds' publication, *Providing City & Guilds qualifications- A guide to centre and qualification approval* in the *Centre toolkit* provides full details and guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Staffing for the CTLLS

Members of staff delivering and assessing the 7304 Certificate in Teaching in the Lifelong Learning Sector qualification must hold a minimum of a level 4 teaching/training qualification. For example, 7407 Certificate in Further Education Teaching (minimum Stage 2), Level 4 NVQ in Training and Development, Level 4 NVQ in Learning and Development, 7305 Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS), Certificate in Education (Cert Ed), or Post-graduate Certificate in Education (PGCE).

Staff must also have experience in delivering and assessing teaching qualifications at level three or above. Staff without the required experience must follow an induction programme, work shadow a qualified/experienced member of the team, and have their assessment decisions countersigned by an experienced member of the team until they have achieved the required qualifications and experience. Records must be maintained for external verification purposes.

There should be a balance of staff who fulfil the qualification/experience requirements to ensure a robust assessment and quality assurance system.

Staff should engage in ongoing CPD activities. These may include observation and evaluation of other staff within the delivery team, supervision, professional discussion, standardisation events, case reviews, research, reflective practice, mentoring and attendance at conferences and events.

Subject specific support/mentoring for CTLLS

Centres are encouraged to appoint a subject specific mentor to each candidate, to give support on subject specific pedagogy.

It is good practice for mentors to observe candidates. This will be in addition to the three hours observed by the programme team.

Mentors should hold QTLS status, a relevant vocational qualification/skill related to the candidate's subject area and considerable experience in teaching and learning in context.

Mentors should be trained in mentoring skills and be familiar with 7303 PTLLS, 7304 CTLLS/ 7305 DTLLS qualification requirements.

They should provide professional support including mentoring and provide direction in the processes and practices of contextualised teaching, lesson planning and resource development.

It would also help and support the candidate if the mentor carried out teaching observations, using the observation report provided in Appendix 1. This would be in addition to the required tutor observations.

Centres should also ensure, where possible, that peer support takes place within the cohort, where candidates with a similar subject specialism are encouraged to support each other.

External quality assurance

External quality assurance for the qualification will be provided by City & Guilds' external verification process.

External Verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External Verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, External Verifiers must have occupational and verifying knowledge and expertise. City & Guilds' External Verifiers attend training and development designed to keep them up-to-date, facilitate standardisation between Verifiers and share good practice.

The key quality assurance roles summarised

The following sections provide a summary of the key roles involved in the successful implementation and assessment of the qualification.

Centre Co-ordinators:

The role of the Centre Co-ordinator is to:

- liaise with City & Guilds
- liaise with their HR facility or equivalent
- identify to the candidate their Tutor, Assessor and Internal Verifier at the beginning of their programme
- identify within the programme delivery team the role of the tutor, any other assessors and Internal Verifier
- provide a programme for delivery of the qualification
- plan and manage the implementation of the qualification
- ensure there are adequate resources, both staff and materials. All staff should be inducted and maintain records of their continuing professional development (CPD)
- maintain evidence of CPD of her/himself and the programme team
- maintain the quality assurance processes
- ensure candidates are registered with the Institute for Learning (IfL)
- ensure that each candidate undergoes an initial assessment and induction (records to be maintained), leading to an agreed action plan/Individual Learning Plan (ILP)
- establish and monitor candidate support systems

- ensure that all staff carrying out assessment(s) are familiar with and understand the assessment requirements
- ensure that assessments and candidate evidence are clearly organised and accessible to the Internal and External Verifier
- ensure that all City & Guilds documentation is completed when required
- ensure, where several members of staff are involved in the delivery of the qualification, that there is a consistent interpretation of the requirements and standards
- ensure that an appropriate referral policy is in place
- maintain a list of teaching practice locations.

Tutors:

The role of the Tutor is to:

- plan, manage and deliver the qualification
- carry out initial assessment on all prospective candidates
- agree with the candidate an action plan/Individual Learning Plan (ILP), based on the candidate's initial assessment and induction
- ensure that each candidate is aware of the assessment requirements throughout their programme of learning
- ensure that candidates undertake relevant teaching activities to match the qualifications that they are undertaking
- ensure that candidates have a placement or are employed in an appropriate teaching role to allow fulfilment of the 30 teaching practice hours, prior to progressing candidates beyond Unit 1 PTLLS
- observe the micro-teach/teaching practice delivery (a member of the centre's programme delivery team may do this) (Form 12 is strongly recommended). Recordings of the micro-teaching in the *PTLLS* unit and theory assessment tasks in the *Planning and enabling learning* unit should be maintained for external verification purposes
- give candidates detailed feedback on their delivery, incorporating use of the Observation Report (Appendix 1, Form 6, plus Forms 8 and 12 for PTLLS), and *Observation Report* (Appendix 1, Form 10)
- provide guidance and support to candidates on the assessment requirements for each assessment
- ensure that the assessment requirements have been met by the candidate
- provide each candidate with prompt, accurate and constructive feedback within 14 days of submission of each assessment, using the assessment feedback forms provided
- keep accurate and legible records of candidate progress and achievement
- meet with the Centre Co-ordinator and other tutors to share good practice and maintain standards.

Teaching Practice Observer (must be a member of the course delivery team)

The role of the Teaching Practice Observer is to:

- ensure that they are familiar with the requirements of the qualification
- observe the candidate's teaching practice delivery
- give candidates detailed feedback on their delivery, incorporating use of the Observation Report (Appendix 1, Form 6, plus forms 8 and 12 for PTLLS) and Assessment Record (Appendix 1, Form 10)
- make and maintain accurate records of teaching practice observations
- ensure that records are made available for quality assurance purposes.

Mentors:

- It is recommended that the mentor is a specialist in the relevant field, according to the role of the candidate.
- Mentors should provide support for the professional development of the candidate in context. For example, checking schemes of work, session plans and course development.

Internal Verifiers:

The role of the Internal Verifier (IV) is to ensure that:

- all assessments are sampled; the sample should cover all candidates, assessors and locations. Centres should use the smallest sample size covering all these factors
- the work of all personnel contributing to the delivery of the programme is sampled by a range of methods to include:
 - monitoring tutors' observations of micro-teach/teaching practice sessions (live and/or recordings where appropriate)
 - discussion with candidates on the learning process and their experiences
 - records of tutorial review sessions (see Appendix 3 for an example)
 - monitoring programme delivery
- records of all sampling activities are monitored and maintained
- standardisation activities take place and that records of these activities are maintained
- a suitable subject specific mentor is appointed to each in-service candidate where applicable to support good practice
- staffing, learning and physical resources are appropriate
- records of achievement (Form 1) and teaching practice logs (Form 9) are completed and kept in portfolios by candidates.

External Verifiers:

The role of the External Verifier (EV) is to ensure that:

- initial assessment records are sampled
- centres are following the assessment specifications published by City & Guilds
- centres interpret unit requirements consistently
- centre documentation meets the requirements of City & Guilds
- centres carry out internal verification of candidate work
- the programme delivery is observed
- a sample of teaching practice is observed
- all assessment questions are sampled and that the sample covers all Candidates, Assessors and locations
- centre standardisation activities take place and are recorded
- candidates are registered with the IfL
- staffing, learning and physical resources are appropriate.

Equal opportunities

Access to this qualification is open to all, irrespective of gender, race, religion or creed, age or special needs. The Centre Co-ordinator should ensure that no candidate is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment.

QCA requires City & Guilds to monitor centres to check whether equal opportunities policies are being adhered to. The City & Guilds equal opportunities policy can be found in the *Directory of Vocational Qualifications/Product Catalogue*. City & Guilds requires that centres approved to offer assessments leading to its qualifications should inform candidates of the existence of this policy.

5 Course design and delivery

5.1 Initial assessment and induction

Centres must ensure that each prospective Level 3/4 CTLLS candidate undergoes an entry assessment before entry onto the course. This is to determine their suitability to undertake the qualification in terms of aptitude and Skills for Life skills. The format and content of this assessment should be decided by the centre. The outcomes of the initial assessment should be used to establish prior learning and experience and preferred learning styles, and should be recorded in the candidate's action plan/ Individual Learning Plan (ILP).

Centres must provide Skills for Life support to candidates where necessary and maintain records of these. Any Skills for Life needs should be established by initial assessment. Centres should then decide on an appropriate course of action which may include informal support or requiring the candidate to undertake a formal course, for example Key Skills or Functional Skills. The Minimum Core of language, literacy, maths and ICT **must** be embedded within Unit 2 *Planning and enabling learning*.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the *Centre toolkit*.

Candidates should have a placement or be employed in an appropriate role before progressing beyond Unit 1 PTLLS. This should be checked by centre staff.

5 Course design and delivery

5.2 Recommended delivery strategies

Delivery

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way that

- best meets the needs and capabilities of their candidates
- which satisfies the requirements of the qualification
- where appropriate, addresses the wider curriculum.

In particular, staff should consider the skills and knowledge related to the National Occupational Standards, Functional Skills and other related qualifications.

Contact and non-contact hours

According to the rules of the Qualification Credit Framework (CTLLS 24 credits), 120 contact hours are allocated for programme delivery; this includes group tutorials and the delivery of the theory aspect of the assessments. A further 120 hours is recommended for non-contact time, which will cover the candidates' individual tutorial support time, developmental activities, research, self-study and teaching practice. A record of the contact hours should be maintained by the centre. Each unit has its own number of notional recommended number of contact hours.

Centres should note that contact and non-contact hours are **notional** and should be used as a guide. It is at the discretion of individual centres as to how they manage the delivery of the qualification requirements. Provided that these are met, centres have the flexibility to deliver the qualification in as many hours as they deem appropriate. Centres should, however, take into consideration that funding will be based on the recommended contact and non-contact hours.

Delivery of the qualification may be holistic or by unit following the delivery of the PTLLS unit / 7303 PTLLS Award.

When planning delivery of the programme, centres must address all the points of the aims and content for the unit (section aims for PTLLS unit). At level 3, there is no need to cover theorists in detail. At level 4, candidates should be encouraged to use their non-contact time for theoretical research and reading.

All of the learning outcomes, content and assessment activities are covered as part of the centre's programme/scheme of work. There is no requirement to deliver the units chronologically or in the order they appear in the Qualification handbook. Provided that the requirements for the qualification are met, tutors may design programmes of study in any way that they feel best meets the needs and capabilities of the candidates. Centres may wish to introduce other topics as part of the programme, for example to meet local needs, which will not be assessed through the assessments.

An observation, by the candidates, of an experienced practitioner could be incorporated as a developmental activity. However, this should not be assessed as part of the assessments, but is regarded as good practice.

The following themes should be taught, where appropriate, as strands running through each of the units within the qualification. Although they are not specifically referred to in the content of individual units, City & Guilds regards these as essential in the teaching of the programme:

- health and safety considerations, in particular the need to impress upon candidates the fact that they must preserve the Health and Safety of others as well as themselves
- Key Skills such as Communication, Application of Number, Information Technology, Working With Others, Improving Own Learning, and Performance and Problem Solving
- Functional Skills (Mathematics, English and ICT)
- inclusion, entitlement and equality issues
- spiritual, moral, social and cultural issues
- environmental education and related European issues.

Centres should make a visual recording of at least one of each of the candidate's delivery of their theory assignment, to enhance effective self-evaluation, and keep it available for internal and external verification.

Teaching Practice

Teaching practice is central to the development of teachers, and should be subject to careful management by centre staff. This should include:

- ensuring that regulatory requirements are met. For example, teaching in a regulated location, teaching at different levels, the number of hours delivered etc
- ensuring that teaching practice observations are scheduled to contribute to the ongoing development of the teacher, and to be representative of the performance of the candidate's role. It is important that observations are not end-loaded, and that they are completed before the end of the course programme
- completion of relevant records by Observers at the time of observation, using the recommended pro formas. Form 10 is strongly recommended for use when candidates include assessment in their session delivery
- unit content and specification for units undertaken by candidate's are considered by Observers when planning and recording observations.

Teaching Practice Portfolio

Only **one** Teaching Practice Portfolio is required across the full course programme. The portfolio should be a concise log of teaching practice undertaken and should include a candidate's log of 30 hours teaching and evidence relating to their learners, session planning, delivery and evaluation. It will include at least three observations of their teaching by the course team (using Form 6 / Form 10), involving observing at least three hours of their teaching in total. Form 9 is provided for this purpose.

Teaching Practice Observation

Teaching Practice Observers must be qualified in the area that they are observing and must record any outcomes that demonstrate candidates' approaches to challenging and / or discriminatory behaviours in the learning environment. A total of **three hours** over a minimum of **three** occasions (minimum 30 minutes each) must be observed (Form 6 is strongly recommended for use).

Teaching observation and teaching practice excludes observed practice completed as part of the 7303 PTLLS qualification or PTLLS unit, or theory assessment in the Planning and enabling learning unit at level 3 or level 4, or mentor observations.

Reflective Learning Journal

Candidates should be encouraged to write a Reflective Learning Journal from the commencement of the programme, to be completed after each session attended throughout the CTLLS programme. It is also deemed good practice for candidates to complete this form after each assessment undertaken.

For the PTLLS unit, candidates **must** complete a journal entry after each assessment task (eg task 1, task 2, task 3, etc) completed for the PTLLS theory and practical assessments and / or each session attended throughout the unit programme. Candidates are permitted to use their own journal format during the course or use Appendix 5.

Use of documentation

City & Guilds strongly recommends that centres use all pro formas provided. Please see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documentation must be agreed with the External Verifier.

Learning resources

Centres must provide an adequate learning environment. Candidates must have access to resources that reflect the level and nature of the qualification. Centres must provide access to a range of reading materials which support the taught content of the qualification. A suggested reading list is provided in Section 5.3 *Suggested reading* in this publication.

City & Guilds will provide full support for this qualification via **www.SmartScreen.co.uk**, our online learning portal.

5 Course design and delivery

5.3 Suggested reading

City & Guilds recommends the following resources for the Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (7304) qualification.

Introductory texts

Title	ISBN
Curzon, L. (2003) <i>Teaching in Further Education</i> . Continuum International Publishing Group.	0826471153
Daines, J., Daines, C., and Graham, B. (2006) <i>Adult Learning, Adult Teaching</i> . Welsh Academic Press.	1860571158
Gravells, A. (2006) <i>Delivering Adult Learning</i> . Learning Matters.	1844450643
Gravells, A. (2007) <i>Preparing to teach in the Lifelong Learning Sector</i> . Learning Matters.	1844451173
Petty, G. (2004) (3 rd Edn) <i>Teaching Today</i> . Nelson Thornes.	0748785256
Tummons, J. (2007) <i>Assessing Learning in the Lifelong Learning Sector</i> . Learning Matters.	1844451005
Reece, I., and Walker, S. (2003) (5 th Edn) <i>Teaching, Training and Learning: A Practical Guide</i> . Business Education Publishers.	1901888460
Wallace, S. (2007) <i>Managing Behaviour in the Lifelong Learning Sector</i> . Learning Matters.	1844451012
Wallace, S. (2007) <i>Teaching, Tutoring and Training in the Lifelong Learning Sector</i> . Learning Matters.	1844450909
Wallace, S. (2007) <i>Getting the Buggers Motivated in FE</i> . Continuum International Group.	0826492495

Website addresses

www.cityandguilds.com/qtls

www.DfES.gov.uk

www.ifl.ac.uk

www.lluk.org.uk

www.lsneducation.org.uk

www.niace.org.uk

www.pcet.net

www.qca.org.uk

www.smartscreen.co.uk

www.support4learning.org.uk

www.tes.co.uk

www.vark-learn.com

Journals

Title

Assessment Matters, 'Lifetime Careers', The Careers Service for Wiltshire.

Adults Learning, NIACE (National Institute for Adult Continuing Learning).

t Magazine, an independent publication covering the complete spectrum of work, training and further education, and the links between them.

Training journal, Fenman.

6 Summary of assessment requirements

For this qualification, candidates will be required to complete the following assessments:

- **one theory** and **one practical** assessment for each mandatory unit at level 3 or level 4
- optional unit assessment(s) as specified in the optional unit qualification handbook at level 3 or level 4
- **30 teaching practice** hours.

City & Guilds provides the following assessments:

Unit No*	Title	Assessment method	Where to obtain assessment materials
Unit 1	Preparing to teach in the Lifelong Learning Sector	Level 3 theory assessment covering all 5 sections	Available at the end of the named unit in this qualification handbook
		Level 3 practical assessment covering all 5 sections	
		Level 4 theory assessment covering all 5 sections	
		Level 4 practical assessment covering all 5 sections	
Unit 2	Planning and enabling learning	Level 3 theory assessment	Available at the end of the named unit in this qualification handbook
		Level 3 practical assessment	
		Level 4 theory assessment	
		Level 4 practical assessment	
Unit 3	Principles and practice of assessment	Level 3 theory assessment	Available at the end of the named unit in this qualification handbook
		Level 3 practical assessment	
		Level 4 theory assessment	
		Level 4 practical assessment	
Optional unit(s) (from a selection to the minimum value of 6 credits, maximum value of 18 credits)		As specified	Available from the <i>CTLLS Guide for Centres – Level 3 optional units</i> handbook. Available from the <i>CTLLS Guide for Centres – Level 4 optional units</i> handbook.

*For details of component numbers for the specified units above, please refer to the Online Catalogue on Walled Garden (www.walled-garden.com).

Level 3 assessment tasks are for candidates undertaking 7304 CTLLS at level 3, and level 4 assessment tasks are for candidates undertaking 7304 CTLLS at level 4. In addition, candidates have the opportunity to achieve at either level 3 or level 4, regardless of the level of the assessment undertaken, should they demonstrate within their assessment the knowledge, skills and competence relevant to the assessment criteria for that level.

Candidates seeking to achieve a level 4 qualification may achieve the PTLLS unit / 7303 Award at level 3, but all other units which comprise the 7304 qualification must be achieved at level 4.

Grading and marking

Grading of assessments for this qualification is **pass** or **refer**.

Simulation

Simulation is not permitted for the assessment of this qualification.

7 Units

7.1 About the units

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- title
- unit reference
- aim
- list of learning outcomes
- unit content
- assessment criteria
- assignment questions
- guidance on incorporating the Minimum Core (where relevant to the unit)
- examples of Teaching and learning strategies
- statement of contact and non-contact hours
- guidance on micro-teaching / teaching practice and observation (where relevant to the unit)
- relationship to the Standards
- assessment tasks at level 3 and level 4.

7 Units

7.2 The units

Unit No*	Title	Mandatory or Optional	Credit value
Unit 1	Preparing to teach in the Lifelong Learning Sector	Mandatory	6 credits
Unit 2	Planning and enabling learning	Mandatory	9 credits
Unit 3	Principles and practice of assessment	Mandatory	3 credits
From a selection	Optional unit(s) from selection provided in either <i>CTLLS Guide for Centres – Level 3 optional units</i> handbook or <i>CTLLS Guide for Centres – Level 4 optional units</i> handbook.	Optional	6 credits (minimum, maximum value 18 credits)

*For details of component numbers for the specified units above, please refer to the online catalogue on Walled Garden (www.walled-garden.com).

Unit 1 **Preparing to teach in the Lifelong Learning Sector**

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

Section aim

The aim of this section is to enable the candidate to understand the role of the teacher and relevant legislative requirements.

Section content

Centres should include the following in the delivery of this section:

- the teacher's role, responsibilities and boundaries in planning, managing and delivering learning, based around the teaching/training cycle
- ice breaker activities
- the importance of learning styles and individual differences in learning
- issues of entitlement, equality, differentiation, inclusivity and diversity, and ways to promote inclusion
- the learning environment, eg college, institution, community, work and practice-based
- the concepts of adult teaching
- points of referral available to learners
- key aspects of current, relevant legislation: generic, eg health & safety, equal opportunities, child protection, data protection, legislation related to the candidate's area of specialism
- record keeping.

Assessment criteria

At **Level 3** the candidate must be able to:

- explain their own role and responsibilities, and the boundaries of their own role as a teacher
- identify key aspects of relevant and current legislative requirements and codes of practice within a specific context
- identify other points of referral available to meet the potential needs of learners
- identify issues of equality and diversity and ways to promote inclusion
- explain the need for record keeping.

At **Level 4** the candidate must be able to:

- review their own role and responsibilities, and the boundaries of their own role as a teacher
- summarise key aspects of relevant and current legislative requirements and codes of practice within a specific context
- review other points of referral available to meet the potential needs of learners
- discuss issues of equality and diversity and ways to promote inclusion
- justify the need for record keeping.

Assignment questions relevant to this section

At **Level 3** candidates must:

- describe what their role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle
- identify the key aspects of current legislation and codes of practice relevant to their subject and the type of organisation within which they would like to work
- explain how they could promote inclusion, equality and diversity with their current/future learners.
- identify other points of referral available to meet the potential needs of learners
- explain the need for keeping records and describe the types of records they would maintain.

At **Level 4** candidates must:

- review what their role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle
- summarise the key aspects of current legislation and codes of practice relevant to their subject and the type of organisation within which they would like to work
- discuss how they could promote inclusion, equality and diversity with their current/future learners.
- review other points of referral available to meet the potential needs of learners
- review the need for keeping records and describe the types of records they would maintain.

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities
- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities
- role play.

Assessment

This section will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
- **practical skills**. The practical assessment must be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this unit.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

Grading

Grading of assessments for this unit will be **pass** or **refer**.

Relationship to the Standards

This section contributes towards the knowledge and understanding required by LLUK's *Professional Standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England*:

- AK6.1, AP6.1
- FK1.1, FP1.1
- AK3.1
- AK7.1, AK7.2.

Unit 1 Preparing to teach in the Lifelong Learning Sector

Section 2 Understand teaching and learning approaches in the specialist area

Section aim

The aim of this section is to enable the candidate to understand teaching and learning approaches.

Section content

Centres should include the following in the delivery of this section:

- teaching and learning approaches for individuals and groups
- how to embed Functional Skills in specialist areas, eg English, Maths and ICT
- challenges, barriers and attitudes to learning
- the learning environment
- use of resources, eg presentation software, overhead projector, whiteboard, learning materials etc.

Note: candidates do not need to design their own learning materials/handouts for their micro-teach/teaching practice delivery session.

Assessment criteria

At **Level 3** the candidate must be able to:

- identify relevant approaches to teaching and learning in relation to the specialist area
- explain ways to embed elements of Functional Skills in the specialist area
- justify the selection of teaching and learning approaches for a specific session.

At **Level 4** the candidate must be able to:

- identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area
- evaluate a range of ways to embed elements of Functional Skills in the specialist area
- evaluate the teaching and learning approaches for a specific session.

Assignment questions relevant to this section

At **Level 3** candidates must:

- identify and justify the reasons behind their choice of teaching and learning approaches and use of resources in relation to the specialist area for one of the delivered sessions
- explain ways to embed elements of Functional Skills in their specialist area.

At **Level 4** candidates must:

- deliver a session identifying, adapting and using relevant approaches to teaching and learning in their specialist area
- evaluate a range of ways to embed elements of Functional Skills in their specialist area
- evaluate the teaching and learning approaches for their observed session.

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities
- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities
- role play.

Assessment

This section will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
- **practical skills**. The practical assessment must be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this unit.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

Grading

Grading of assessments for this unit will be **pass** or **refer**.

Relationship to the Standards

This section contributes towards the knowledge and understanding required by LLUK's *Professional Standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England*:

- CK3.1, CP3.1
- CK3.3

Unit 1 Preparing to teach in the Lifelong Learning Sector

Section 3 Demonstrate session planning skills

Section aim

The aim of this section is to enable the candidate to plan and prepare teaching and training sessions.

Section content

Centres should include the following in the delivery of this section:

- the range of organisations that provide learning
- individual needs and differentiation
- writing realistic aims/objectives and outcomes
- how to structure, plan and produce a learning programme/scheme of work
- how to structure and produce session plans.

Assessment criteria

At **Level 3** the candidate must be able to:

- plan a teaching and learning session which meets the needs of individual learners
- justify the selection of resources for a specific session.

At **Level 4** the candidate must be able to:

- plan a teaching and learning session which meets the needs of individual learners
- evaluate how the planned session meets the needs of individual learners
- analyse the effectiveness of resources for a specific session.

Assignment questions relevant to this section

At **Level 3** candidates must:

- produce a learning programme/scheme of work in their subject area, for a minimum of six sessions. The length of each session is to be agreed between the candidate and tutor.
- produce session plan(s) (these can be from the scheme of work or different) for a minimum of 30 minutes. This should be a combination of two 15 minutes sessions, or one 30 minute session for micro-teaching, or one session of at least 30 minutes for teaching practice.

At **Level 4** candidates must:

- produce a learning programme/scheme of work in their subject area, for a minimum of six sessions (the length of each session is to be agreed between the candidate and tutor)
- produce at least one session plan for a minimum of 30 minutes from the scheme of work
- after delivery of the observed session, evaluate how it met the needs of individual learners and analyse the effectiveness of the resources used.

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities

- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities
- role play.

Assessment

This section will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
- **practical skills**. The practical assessment must be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this unit.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

Grading

Grading of assessments for this unit will be **pass** or **refer**.

Relationship to the Standards

This section contributes towards the knowledge and understanding required by LLUK's *Professional Standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England*:

- DK1.2, DP1.2
- DK3.1, DP3.1.

Unit 1 Preparing to teach in the Lifelong Learning Sector

Section 4 Understand how to deliver inclusive sessions which motivate learners

Section aim

The aim of this section is to enable the candidate to understand how to deliver inclusive sessions which motivate learners, and to engage in reflective practice.

Section content

Centres should include the following in the delivery of this section:

- consolidation of learning from Sections 1, 2 and 3
- how to create a good working relationship with learners
- the importance of communication skills and motivation
- setting ground rules
- ways of reviewing own progress and performance
- ways of providing feedback
- opportunities for professional development.

Note: ground rules do not need to be demonstrated as part of the micro-teach/teaching practice delivery session.

Assessment criteria

At **Level 3** the candidate must be able to:

- explain ways to establish ground rules with learners which underpin behaviour and respect for others
- use a range of appropriate and effective teaching and learning approaches to engage and motivate learners
- explain and demonstrate good practice in giving feedback
- communicate appropriately and effectively with learners
- reflect and evaluate the effectiveness of own teaching.

At **Level 4** the candidate must be able to:

- analyse different ways to establish ground rules with learners which underpin behaviour and respect for others
- use a range of appropriate and effective teaching and learning approaches to engage and motivate learners
- explain different methods in giving feedback
- demonstrate good practice in giving feedback
- communicate appropriately and effectively with learners
- reflect on and evaluate the effectiveness of own teaching, making recommendations as appropriate.

Assignment questions relevant to this section

At **Level 3** candidates must:

- explain the ways in which they would establish ground rules with their learners, which underpin behaviour and respect for others
- deliver micro-teach/teaching practice sessions, demonstrating a selection of teaching and learning approaches to engage and motivate learners. They need to communicate appropriately and effectively with their learners. The same planned session is not to be delivered more than once (minimum total 30 minutes of delivery)
- obtain feedback from peers and tutor/observer, completing a self-evaluation to reflect and evaluate the effectiveness of their teaching role. Give feedback to their peers regarding their delivery (peer feedback is applicable to micro-teach sessions only)
- complete a reflective learning journal after each assessment (Candidates may choose their own format for learning journals throughout the programme, however, Form 8 should be used to summarise each assessment)
- at the end of the programme, complete a summative profile and action plan.

At **Level 4** candidates must:

- analyse different ways in which they would establish ground rules with their learners, which underpin behaviour and respect for others
- deliver micro-teach / teaching practice sessions, demonstrating a selection of teaching, learning and feedback approaches to engage and motivate learners. They need to communicate appropriately and effectively with their learners. (Minimum 30 minutes of delivery.)
- obtain feedback from the tutor/observer, completing a self-evaluation to reflect and evaluate the effectiveness of their teaching role
- Complete a reflective learning journal after each assessment task completed and / or session attended throughout the PTLLS programme. Candidates may choose their own format for learning journals throughout the programme, however, Form 8 should be used to summarise each assessment
- at the end of the programme, complete a summative profile and action plan.

Centres are strongly recommended to make a visual recording of at least one of the candidate's micro-teach/teaching practice sessions. It may be beneficial for candidates to view the recording in their own time to enhance effective self-evaluation. The recording should also be used to provide additional evidence for the internal and external verifier.

Delivery excludes time for preparing and clearing the area and feedback from peers and the observer. All delivered sessions must be observed by the tutor or a member of the programme team (except the Internal Verifier).

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities
- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities

- role play.

Assessment

This section will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
- **practical skills**. The practical assessment must be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this unit.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

Grading

Grading of assessments for this unit will be **pass** or **refer**.

Relationship to the Standards

This section contributes towards the knowledge and understanding required by LLUK's *Professional Standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England*:

- BK1.2, BP1.2
- BK2.2, BP2.2
- EK4.1, EP4.1
- BK3.1, BP3.1, BK3.2, BP3.2
- BK2.6, BP2.6

Unit 1 Preparing to teach in the Lifelong Learning Sector

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

Section aim

The aim of this section is to enable the candidate to understand the use of different assessment methods and the need for record keeping.

Section content

Centres should include the following in the delivery of this section:

- different assessment methods, eg observation, questions, tests etc
- the use of assessment methods in different contexts, eg formal and informal
- types of assessment, eg initial, formative, summative
- types of assessment records.

Note: candidates do not need to design or use formal assessment during their micro-teach/teaching practice delivery session.

Assessment criteria

At **Level 3** the candidate must be able to:

- identify different assessment methods
- explain the use of assessment methods in different contexts, including reference to initial assessment
- explain the need for record keeping in relation to assessment.

At **Level 4** the candidate must be able to:

- review a range of different assessment methods
- evaluate the use of assessment methods in different contexts, including reference to initial assessment
- justify the need for record keeping in relation to assessment.

Assignment questions relevant to this section

At **Level 3** candidates must:

- state the different assessment methods available and explain the ones they would use for their subject area, including reference to initial assessment.
- state the types of assessment records they would complete and explain why.

At **Level 4** candidates must:

- review a range of different assessment methods available and evaluate the ones they would use for their subject area, including reference to initial assessment
- justify the types of assessment records they would complete and explain why.

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities
- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities
- role play.

Assessment

This section will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
- **practical skills**. The practical assessment must be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this unit.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

Grading

Grading of assessments for this unit will be **pass** or **refer**.

Relationship to the Standards

This section contributes towards the knowledge and understanding required by LLUK's *Professional Standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England*:

- EK1.1, EP1.1
- EK1.2, EP1.2
- EK5.1, EP5.1
- EK5.2, EP5.2

Unit 1 Preparing to teach in the Lifelong Learning Sector

Level 3 theory assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **theory** section of Unit 1 Preparing to teach in the Lifelong Learning Sector at **Level 3**. Pro formas recommended for use with this assessment are provided in Appendix 1.

This assessment can be taken by pre-service or in-service candidates. Pre-service candidates may answer hypothetically, basing their responses around their chosen specialist subject.

Instructions for Candidates

Candidates are required to complete the following tasks listed below. The tasks may be completed in any order and marked formatively throughout the programme.

- 1 Describe what your role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle.
Recommended word count: 300-500 words.
- 2 Identify the key aspects of current legislative requirements and codes of practice relevant to your subject and the type of organisation within which you would like to work.
Recommended word count: 150-250 words.
- 3 Explain how you could promote inclusion, equality and diversity with your current/future learners. Identify other points of referral available to meet the potential needs of learners.
Recommended word count: 200-300 words.
- 4 Explain the ways in which you would establish ground rules with your learners, and which underpin behaviour and respect for others.
Recommended word count: 150-250 words.
- 5 Explain ways to embed elements of Functional Skills in your specialist area.
Recommended word count: 200-300 words.
- 6 Explain the need for keeping records and describe the types of records you would maintain.
Recommended word count: 200-400 words.
- 7 State the different assessment methods available and explain the ones you would use for your subject area, including reference to initial assessment. State the types of assessment records you would complete and explain why.
Recommended word count: 300-500 words.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment* available to download from **www.cityandguilds.com**.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

Grading

Grading of assessments for this unit is **pass** or **refer**.

Unit 1 Preparing to teach in the Lifelong Learning Sector

Level 3 practical assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **practical** section of Unit 1 Preparing to teach in the Lifelong Learning Sector at **Level 3**. Pro formas recommended for use with this assessment are provided in Appendix 1.

Instructions for Candidates

Candidates are required to complete the following tasks listed below. The tasks may be completed in any order and marked formatively throughout the programme.

- 1 Produce a learning programme/scheme of work in your subject area, for a minimum of six sessions (the length of each session is to be agreed between yourself and your tutor).
Use Form 3 in Appendix 1, or equivalent.
- 2 Produce session plan(s) (these can be from the scheme of work or different) for a minimum of 30 minutes. (This should be a combination of two 15 minute sessions or one 30 minute session for micro-teach or one session of at least 30 minutes for teaching practice).
Use Form 4 in Appendix 1, or equivalent.
- 3 Deliver the micro-teach/teaching practice session(s), demonstrating a selection of teaching and learning approaches to engage and motivate learners. You need to communicate appropriately and effectively with learners. You must not deliver the same planned session more than once (total 30 minutes of delivery).
- 4 Explain and justify the reasons behind your choice of teaching and learning approaches and use of resources for one of your delivered sessions.
Recommended word count: 150-250 words.
- 5 Obtain feedback from your peers and tutor/observer, and complete a self evaluation to reflect and evaluate the effectiveness of your own teaching. Give feedback to your peers regarding their delivery. (Peer feedback is applicable to micro-teach sessions only).
Use Forms 12 and 7 in Appendix 1.
- 6 Complete a reflective learning journal after each assessment task completed and / or session attended throughout the PTLLS programme.
Use Appendix 5.
- 7 At the end of the programme, complete a summative profile and action plan.
Use Form 11 in Appendix 1.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment* available to download from **www.cityandguilds.com**.

Centres are **strongly recommended** to make a visual recording of at least one of the micro-teach/teaching practice delivery sessions. It may be beneficial for candidates to view the recording in their own time to enhance effective self-evaluation. The recording should also be used to provide additional evidence for the Internal and External Verifier.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

Grading

Grading of assessments for this unit is **pass** or **refer**.

Unit 1 Preparing to teach in the Lifelong Learning Sector

Level 4 theory assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **theory** section of Unit 1 Preparing to teach in the Lifelong Learning Sector at **Level 4**. Pro formas recommended for use with this assessment are provided in Appendix 1.

This assessment can be taken by pre-service or in-service candidates. Pre-service candidates may answer hypothetically, basing their responses around their chosen specialist subject.

Instructions for Candidates

Candidates are required to complete the following tasks listed below. The tasks may be completed in any order and marked formatively throughout the programme.

- 1 Review what your role, responsibilities and boundaries as a teacher would be in terms of the teaching/training cycle.
Recommended word count: 500-700 words.
- 2 Summarise the key aspects of current legislative requirements and codes of practice relevant to your subject and the type of organisation within which you would like to work.
Recommended word count: 250-350 words.
- 3 Discuss issues of equality and diversity and ways to promote inclusion with your learners. Review other points of referral available to meet the potential needs of learners.
Recommended word count: 300-400 words.
- 4 Analyse different ways in which you would establish ground rules with your learners, which underpin behaviour and respect for others.
Recommended word count: 250-350 words.
- 5 Evaluate a range of ways to embed elements of Functional Skills in your specialist area.
Recommended word count: 300-400 words.
- 6 Justify the need for keeping records and describe the types of records you would maintain.
Recommended word count: 400-600 words.
- 7 Review a range of different assessment methods available and explain the ones you would use for your subject area. Evaluate the use of assessment methods in different contexts, including reference to initial assessment. Justify the types of assessment records you would complete and explain why.
Recommended word count: 400-600 words.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory/principles and practice
- evidence of research and reading

- evidence of consideration of practice that is in accordance with professional values
- an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended). Writing should be concise, and candidates should provide evidence of careful planning.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment* available to download from **www.cityandguilds.com**.

Grading

Grading of assessments for this unit is **pass** or **refer**.

Unit 1 Preparing to teach in the Lifelong Learning Sector

Level 4 practical assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **practical** section of Unit 1 Preparing to teach in the Lifelong Learning Sector at **Level 4**. Pro formas recommended for use with this assessment are provided in Appendix 1.

Instructions for Candidates

Candidates are required to complete the following tasks listed below. The tasks may be completed in any order and marked formatively throughout the programme.

- 1 Produce a learning programme/scheme of work in your subject area, for a minimum of six sessions (the length of each session is to be agreed between yourself and your tutor).
Use Form 3 in Appendix 1, or equivalent.
- 2 Produce at least one session plan for a minimum of 30 minutes, from the scheme of work
Use Form 4 in Appendix 1, or equivalent.
- 3 Deliver the micro-teach/teaching practice session(s), identifying, adapting and using relevant approaches to engage and motivate learners in relation to your specialist area. You need to communicate appropriately and effectively with learners (total minimum 30 minutes of delivery).
- 4 Evaluate the teaching and learning approaches and effectiveness of resources for your observed session. Evaluate how your session met the needs of individual learners.
Recommended word count: 250-450 words.
- 5 Explain the different methods of giving feedback and demonstrate good practice in giving feedback to your peers. Complete a self evaluation to reflect on and evaluate the effectiveness of your own teaching and feedback methods. (Peer feedback is applicable to micro-teach session only).
Use Forms 12 and 7 in Appendix 1.
Recommended word count: 250-450 words.
- 6 Complete a reflective learning journal after each assessment task completed and / or session attended throughout the PTLLS programme.
Use Appendix 5.
- 7 At the end of the programme, complete a summative profile and action plan.
Use Form 11 in Appendix 1.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory/principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values

- an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended). Writing should be concise, and candidates should provide evidence of careful planning.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment* available to download from **www.cityandguilds.com**.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

Centres are strongly recommended to make a visual recording of at least one of the micro-teach/teaching practice delivery sessions. It may be beneficial for candidates to view the recording in their own time to enhance effective self-evaluation. The recording should also be used to provide additional evidence for the Internal and External Verifier.

Grading

Grading of assessments for this unit will be **pass** or **refer**.

Unit 2

Planning and enabling learning

Aim

The aim of this unit is to enable candidates to design and plan learning and teaching to meet curriculum requirements. The candidate will be expected to demonstrate their ability to plan for inclusive learning by being able to select, use and analyse a range of teaching strategies to meet learners' needs in a range of learning contexts. Candidates will also be expected to be able to draw on a range of internal and external networks and contacts to enhance the learning programme. In addition, candidates will be enabled to demonstrate knowledge and understanding of the Minimum Core specifications in literacy, numeracy, language and ICT as it relates to their own specialist area.

Learning outcomes

There are **six** outcomes to this unit. The candidate will be able to understand:

- ways to negotiate individual goals with learners
- how to plan for inclusive learning
- how to use teaching and learning strategies and resources inclusively to meet curriculum requirements
- how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation
- how to demonstrate knowledge of the Minimum Core in own practice
- how to use reflection, evaluation and feedback to develop own practice.

Unit content

Centres should include the following in the delivery of this unit:

- teaching/training cycle
- principles of learning, eg relevant theories, learning styles and motivation (theorists do not need to be covered in great detail at level 3)
- induction, initial assessment, icebreakers, ground rules
- prior learning, action planning and target setting
- planning and designing learning to meet the requirements of a learning programme
- schemes of work and session plans
- programme design, its relationship with the syllabus and the requirements of external and endorsement agencies
- concepts of pedagogical and andragogical models of learning
- working with individuals, and with small and large groups
- health and safety considerations in the design of learning programmes/schemes of work
- entitlement, equality, inclusivity, diversity and differentiation
- liaising with others/external agencies
- resources and their use in a teaching environment, criteria for identifying and adapting resources to meet the different needs of learners, including ICT
- patterns of communication, models of verbal and non-verbal communication
- potential disruptions within the learning environment
- the roles and functions of the teacher; including organisational, administrative, interpersonal roles and functions
- ways of reviewing own practice

- opportunities for professional development
- programme evaluation
- learner review.

Assessment criteria

At **Level 3** the candidate must be able to:

- explain the role of initial assessment in the learning and teaching process
- describe different methods of initial assessment for use with learners
- explain ways of planning, negotiating and recording learning goals with learners
- establish and maintain an inclusive learning environment
- devise a scheme of work which meets learners' needs and curriculum requirements
- devise session plans which meet the aims and needs of learners
- explain ways in which session plans can be adapted to the individual needs of learners
- plan the use of a variety of delivery methods, explaining the choice
- identify opportunities for learners to provide feedback to inform practice
- use a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met
- identify the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning
- identify literacy, language, numeracy and ICT skills which are integral to own specialist area
- select / adapt and use a range of inclusive resources to promote inclusive learning and teaching
- use different communication methods and skills to meet the needs of learners and the organisation
- identify ways in which own communication skills could be improved, including an explanation of how barriers to effective communication might be overcome
- liaise with other relevant parties to effectively meet the needs of learners
- apply Minimum Core specifications in literacy, numeracy, language, mathematics and ICT user skills to improve own practice
- use regular reflection and feedback from others, including learners, to evaluate and improve own practice.

At **Level 4** the candidate must be able to:

- analyse the role of initial assessment in the learning and teaching process
- describe and evaluate different methods of initial assessment for use with learners
- evaluate ways of planning, negotiating and recording learning goals with learners
- establish and maintain an inclusive learning environment
- devise and justify a scheme of work which meets learners' needs and curriculum requirements
- devise and justify session plans which meet the aims and needs of individual learners and/or groups
- analyse ways in which session plans can be adapted to the individual needs of learners
- plan the appropriate use of a variety of delivery methods, justifying the choice
- identify and evaluate opportunities for learners to provide feedback to inform practice
- select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met
- analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning

- identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement
- select/adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching
- use and evaluate different communication methods and skills to meet the needs of learners and the organisation
- evaluate own communication skills, identifying ways in which these could be improved including an analysis of how barriers to effective communication might be overcome
- identify and liaise with relevant parties to effectively meet the needs of learners
- apply Minimum Core specifications in literacy, language, mathematics and ICT user skills to improve own practice
- use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate.

Minimum Core

When delivering this unit, centres must develop elements of the Minimum Core in literacy, numeracy, language and ICT. Centres **must** refer to the LLUK guidance document *Addressing literacy, language, numeracy and ICT needs in education and training: defining the minimum core of teachers' knowledge, understanding and personal skills* (www.lluk.org). This unit offers opportunities to demonstrate the knowledge and understanding elements of the Minimum Core for:

- **Literacy and language**
 - personal, social and cultural factors influencing the development of literacy and language skills
 - the main learning disabilities and difficulties relating to language learning and skill development
 - the importance of context in language use and the influence of communicative situation
 - explicit knowledge about language and of the four skills: speaking, listening, reading and writing
 - speaking
 - making choices in oral communication episodes
 - listening
 - listening effectively
 - reading
 - knowledge of how textual features support reading
 - writing
 - communicating the writing process
 - using genre to develop writing
- **Personal language skills**
 - speaking
 - expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message
 - showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others
 - using non-verbal communication to assist in conveying meaning and receiving information and recognising its use by others
 - listening
 - listening attentively and responding sensitively to contributions made by others

- reading
 - find, and select from a range of reference material and sources of information, including the internet
 - use and reflect on a range of reading strategies to interpret texts and to locate information or meaning
 - identify and record the key information or messages contained within reading material using note-taking techniques
- writing
 - write fluently, accurately and legibly on a range of topics
 - select format and style of writing for different purposes and different readers
 - use spelling and punctuation accurately in order to make meaning clear
 - understand and use conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written texts.
- **Numeracy**
 - personal, social and cultural factors influencing the development of numeracy skills
 - the main learning difficulties and disabilities relating to number skills learning and development
 - explicit knowledge of key numeracy dimensions, processes and content
 - communication
 - communicating processes and understandings
 - processes
 - a knowledge of the capacity of numeracy skills to support problem solving
 - making sense of situations and representing them
 - processing and analysis
 - personal numeracy skills
 - communication
 - communicate with others about numeracy in an open and supportive manner
 - assess own, and other people's, understanding
 - express yourself clearly and accurately
 - communicate about numeracy in ways that suits and supports the intended audience, and recognises such use by others
 - use techniques to reinforce oral communication and check how well the information is received and support understanding of those listening
 - processes
 - use strategies to make sense of a situation requiring the application of numeracy
 - process and analyse data
 - use generic content knowledge and skills
 - make decisions concerning content knowledge and skills
 - understand the validity of different methods
 - consider accuracy, efficiency and effectiveness when solving problems and reflect on what has been learnt

- make sense of data
- select format and style for communicating findings
- **Information and Communication Technology (ICT)**
 - personal, social and cultural factors influencing the development of ICT skills
 - the main learning disabilities and difficulties that hinder ICT learning and skill development
 - explicit knowledge about ICT
 - communication
 - making and using decisions about understanding
 - communicating processes and understanding
 - processes
 - purposeful use of ICT
 - essential characteristics of ICT
 - how learners develop ICT skills
 - personal ICT skills
 - communication
 - communicate with others with/about ICT in a open and supportive manner
 - assess own, and other people's, understanding
 - express yourself clearly and accurately
 - communicate with/about ICT in ways that suits and supports the intended audience, and recognises such use by others
 - use techniques to reinforce oral communication, check how well the information is received and support understanding of those listening
 - processes
 - using ICT systems
 - finding, selecting and exchanging information
 - developing and presenting information.

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities
- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities
- role play.

Contact and non-contact hours

It is recommended that 45 contact hours and 45 non-contact hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment

This unit will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the facilities to support research activities in preparation for delivery of their theory assessment
- **practical skills**. The practical assessment must be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery and be observed throughout the duration of the CTLLS qualification.

The assessments are provided at the end of this unit.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

Grading

Grading of assessments for this unit is **pass** or **refer**.

Additional information for this unit

It is a requirement for all candidates to deliver a minimum 15 minute micro-teach session as part of the theory assessment. Candidates should complete the self-evaluation (Form 7) and ask their peers to give feedback using Form 8. This session **cannot** form part of the 30 hours teaching practice.

Centres **should** make a visual recording of the micro-teach session for the delivery of the theory assessment. It may be beneficial for candidates to view the recording in their own time to enhance effective self-evaluation. The recording should also be used to provide additional evidence for the Internal and External Verifier. Centres must ensure that these sessions are delivered and evidenced in accordance with the course requirements.

Candidates should be encouraged to observe an experienced practitioner in their subject area, this could be their mentor. However, this does not form part of the assessment criteria, but it is deemed good practice.

Relationship to the Standards

This unit contributes towards the knowledge and understanding required by LLUK's professional standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England:

- Values and Commitments: scope
 - AS1, AS3, AS4
 - BS1, BS2, BS3, BS4, BS5
 - CS1, CS2, CS3
 - DS1, DS2
 - ES1
 - FS1, FS4
- Standards: knowledge and practice
 - AK1.1, AP1.1, AK3.1, AP3.1, AK4.2, AP4.2
 - BK1.1, BP1.1, BK1.2, BP1.2, BK2.1, BP2.1, BK2.2, BP2.2, BK2.3, BP2.3, BK2.4, BP2.4, BK2.5, BP2.5, BK2.6, BP2.6, BK3.1, BP3.1, BK3.2, BP3.2, BK3.3, BP3.3, BK3.4, BP3.4, BK3.5, BP3.5, BK4.1, BP4.1, BK5.1, BP5.1, BK5.2, BP5.2
 - CK1.1, CP1.1, CK2.1, CP2.1, CK3.1, CP3.1, CP3.2, CK3.3, CP3.3, CK3.4, CP3.4, CK3.5, CP3.5

- DK1.1, DP1.1, DK1.2, DP1.2, DK1.3, DP1.3, DK2.1, DP2.1, DK2.2, DP2.2
- EK1.1, EP1.1
- FK1.1, FP1.1, FK1.2, FP1.2, FK4.2, FP4.2.

Unit 2 Planning and enabling learning

Level 3 theory assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **theory** section of Unit 2 Planning and enabling learning at **Level 3**. Pro formas recommended are for use with this assessment are provided in Appendix 1.

Instructions for Candidates

Candidates are required to

- 1 research all of the following points:
 - a negotiating with learners, eg initial assessment, agreeing goals and actions
 - b inclusive learning, eg the use of different delivery methods, resources, adapting session plans
 - c integrating functional skills into their subject area (language, literacy, maths, ICT)
 - d communication, eg verbal/non-verbal and possible barriers
- 2 prepare a session plan (using Form 4)
- 3 deliver a session of a minimum of 15 minutes on their findings for at least one of the research points in 1) above to their peer group
- 4 produce **one** written rationale of between 250 and 350 words outlining their reasons for selecting **all** areas of research in 1a) to 1d) above, their approach taken and a précis of their findings.
- 5 evidence all of their research undertaken, eg through notes, internet findings etc
- 6 ensure Forms 7 and 8 are included with the assessment.

Instructions for Tutors

The tutor should observe the candidate delivering their session using Form 8 and give feedback. The peer group is to complete Form 8 and give to the candidate (feedback can also be verbal if time permits). The candidate is to complete Form 7 based upon this feedback. Form 7 should clearly show how the candidate has reflected upon their preparation and delivery, to evaluate and improve their own practice. The delivery of one of the candidate's sessions should be recorded to further aid self-evaluation, internal and external verification.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment*, available to download from www.cityandguilds.com.

Grading

Grading for assessments for this unit is **pass** or **refer**.

Note: Candidates cannot use delivery of this presentation towards the 30 hours teaching practice requirement.

Unit 2 Planning and enabling learning

Level 3 practical assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **practical** section of Unit 2 Planning and enabling learning at **Level 3**. Pro formas recommend for use with this assessment are provided in Appendix 1.

Instructions for Candidates

Candidates are required to

- 1 prepare a scheme/schemes of work (using Form 3 or equivalent) for a minimum of 30 hours, which meets learners' needs and curriculum requirements
- 2 prepare and use session plans (using Form 4) for the delivery of the 30 hours (this can be for groups and/or individuals)
- 3 prepare/adapt relevant resources for use during the delivery, including the use of ICT
- 4 liaise with others as necessary
- 5 commence delivery of teaching using a range of inclusive learning activities and integrating the Minimum Core. (Minimum 30 hours teaching for CTLLS. This includes hours delivered as part of Unit 3 *Principles and practice of assessment* plus relevant optional units to be logged on Form 9 in Appendix 1)
- 6 evaluate their delivered sessions (using Form 5).

Instructions for Tutors/Observers

The tutor/observer should observe at least **three** hours of delivery from the candidate's 30 hours teaching practice for the CTLLS qualification overall, using Form 6, and give feedback. The teaching practice must include an observation for Unit 3 *Principles and practice of assessment* using Form 10 (see level 3 practical assessment for this unit) **plus** optional unit observations, as applicable. Each delivery must be for a minimum of 30 minutes. The candidate must use Form 7 to evaluate their own practice after each delivered session and log their hours on Form 9.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment*, available to download from **www.cityandguilds.com**.

Grading

Grading for assessments for this unit is **pass** or **refer**.

Unit 2 Planning and enabling learning

Level 4 theory assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **theory** section of Unit 2 Planning and enabling learning at **Level 4**. Pro formas recommended for use with this assessment are provided in Appendix 1.

Instructions for Candidates

Candidates are required to

- 1 research all of the following points:
 - a negotiating with learners, eg initial assessment, agreeing goals and actions
 - b inclusive learning, eg the use of different delivery methods, resources, adapting session plans
 - c integrating functional skills into their subject area (language, literacy, maths, ICT)
 - d communication, eg verbal/non-verbal and possible barriers
- 2 prepare a session plan (using Form 4)
- 3 deliver a session of a minimum of 15 minutes on their findings for at least one of the research points in 1) above to their peer group
- 4 produce **one** written rationale of between 500 and 750 words for **all** areas of research in 1a) to 1d) above, a methodology for their area of research, their approach taken and a précis of their findings
- 5 evidence all of their research undertaken, eg through notes, internet findings etc
- 6 ensure Forms 7 and 8 are included with the assessment.

Instructions for Tutors

The Tutor should observe the candidate delivering their session using Form 8 and give feedback. The peer group is to complete Form 8 and give to the candidate (feedback can also be verbal if time permits). The candidate is to complete Form 7 based upon this feedback. Form 7 should clearly show how the candidate has reflected upon their preparation and delivery to evaluate and improve their own practice. The delivery of one of the candidate's sessions should be recorded to further aid self-evaluation, internal and external verification.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory/principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values
- an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended). Writing should be concise, and candidates should provide evidence of careful planning.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment*, available to download from www.cityandguilds.com.

Grading

Grading for assessments for this unit is **pass** or **refer**.

Note: Candidates cannot use delivery of this presentation towards the 30 hours teaching practice requirement.

Unit 2 Planning and enabling learning

Level 4 practical assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **practical** section of Unit 2 Planning and enabling learning at **Level 4**. Proformas recommended for use with this assessment are provided in Appendix 1.

Instructions for Candidates

Candidates are required to

- 1 prepare a scheme/schemes of work (using Form 3 or equivalent) for a minimum of 30 hours, which meets learners' needs and curriculum requirements
- 2 prepare and use session plans (using Form 4) for the delivery of the 30 hours (this can be for groups and/or individuals)
- 3 prepare/adapt relevant resources for use during the delivery, including the use of ICT
- 4 liaise with others as necessary
- 5 commence delivery of teaching using a range of inclusive learning activities and integrating the Minimum Core. (Minimum 30 hours teaching for CTLLS. This includes hours delivered as part of Unit 3 *Principles and practice of assessment* plus relevant optional units to be logged on Form 9 in Appendix 1)
- 6 evaluate their delivered sessions using Form 5.

Instructions for Tutors/Observers

The tutor/observer should observe at least **three** hours of delivery from the candidate's 30 hours teaching practice for the CTLLS qualification overall, using Form 6, and give feedback. The teaching practice must include an observation for Unit 3 *Principles and practice of assessment* using Form 10 (see level 4 practical assessment for this unit) **plus** optional unit observations, as applicable. Each delivery must be for a minimum of 30 minutes. The candidate must use Form 7 to evaluate their own practice after each delivered session and log their hours on Form 9.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory/principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values
- an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended). Writing should be concise, and candidates should provide evidence of careful planning.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment*, available to download from www.cityandguilds.com.

Grading

Grading for assessments for this unit is **pass** or **refer**.

Unit 3

Principles and practice of assessment

Aim

The aim of this unit is to enable the candidate to identify, define and use principles of assessment whilst performing the role of an Associate Teacher in the Lifelong Learning Sector.

Learning outcomes

There are **six** outcomes to this unit. The candidate will be able to understand:

- key concepts and principles of assessment
- how to use different types of assessment
- the strengths and limitations of a range of assessment methods, including as appropriate, those which exploit new and emerging technologies
- the role of feedback and questioning in the assessment of learning
- how to monitor, assess, record and report learner progress and achievement to meet the requirements of the learning programme and the organisation
- how to evaluate the effectiveness of own practice.

Unit content

Centres should include the following in the delivery of this unit:

- principles of assessment, eg initial, formative and summative
- assessment methods, eg questioning, observations, assessments, tests
- validity, authenticity, currency, sufficiency, reliability, sufficiency (VACSR)
- listening skills
- feedback skills
- questioning skills
- assessment records, eg planning, feedback, reviews, tracking
- peer and self assessment
- internal/external quality assurance processes
- evaluation of own practice.

Assessment criteria

At **Level 3** the candidate must be able to:

- identify and define the key concepts and principles of assessment
- explain and demonstrate how different types of assessment can be used effectively to meet the individual needs of learners
- identify the strengths and limitations of a range of assessment methods with reference to the needs of particular learners and key concepts and principles of assessment
- use a range of assessment methods appropriately to ensure that learners produce assessment evidence that is valid, reliable, sufficient, authentic and current
- explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of their learning
- explain how feedback and questioning contributes to the assessment process
- use feedback and questioning effectively in the assessment of learning
- specify the assessment requirements and related procedures of a particular learning programme

- conduct and record assessments which meet the requirements of the learning programme and the organisation including, where appropriate, the requirements of external bodies
- communicate relevant assessment information to those with a legitimate interest in learner achievement
- reflect on the effectiveness of own practice taking account of the views of learners.

At **Level 4** the candidate must be able to:

- summarise the key concepts and principles of assessment
- discuss and demonstrate how different types of assessment can be used effectively to meet the individual needs of learners
- evaluate a range of assessment methods with reference to the needs of particular learners and key concepts and principles of assessment
- use a range of assessment methods appropriately to ensure that learners produce assessment evidence that is valid, reliable, sufficient, authentic and current
- justify the use of peer and self-assessment to promote learner involvement and personal responsibility in the assessment of their learning
- analyse how feedback and questioning contributes to the assessment process
- use feedback and questioning effectively in the assessment of learning
- review the assessment requirements and related procedures of a particular learning programme
- conduct and record assessments which meet the requirements of the learning programme and the organisation including, where appropriate, the requirements of external bodies
- communicate relevant assessment information for those with a legitimate interest in learner achievement
- evaluate own practice taking account of the views of learners.

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities
- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities
- role plays.

Contact and non-contact hours

It is recommended that 15 contact hours and 15 non-contact hours should be allocated for this unit. This may be on a full time or part time basis.

Assessment

This unit will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities in preparation for delivery of their theory assessment

- **practical skills.** The practical assessment must be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery and be observed throughout the duration of their CTLLS qualification.

The assessments are provided at the end of this unit.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

Grading

Grading of assessments for this unit is **pass** or **refer**.

Relationship to the Standards

This unit contributes towards the knowledge and understanding required by LLUK's professional standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England:

- Values and Commitments: scope
 - AS3, AS4, AS5, AS7
 - BS2
 - ES1, ES2, ES3, ES4, ES5
 - FS1, FS2, FS4
- Standards: knowledge and practice
 - AK3.1, AP3.1, AK4.2, AP4.2, AK5.1, AP5.1, AK5.2, AP5.2, AK7.1, AP7.1
 - BK2.6, BP2.6
 - EK1.1, EP1.1, EK1.2, EP1.2, EK1.3, EK2.1, EP2.1, EK2.2, EP2.2, EK3.1, EP3.1, EK3.2, EP3.2, EK4.1, EP4.1, EK5.1, EP5.1, EK5.2, EP5.2, EK5.3, EP5.3
 - FK1.1, FP1.1, FK1.2, FP1.2, FK2.1, FP2.1, FK4.1, FP4.1, FK4.2, FP4.2.

Unit 3 Principles and practice of assessment

Level 3 theory assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **theory** section of Unit 3 Principles and practice of assessment at **Level 3**. Pro formas recommended for use with this assessment are provided in Appendix 1.

This assessment can be taken by pre-service or in-service candidates. Pre-service candidates may answer hypothetically, basing their responses around their chosen specialist subject.

Instructions for Candidates

Candidates are required to

- 1 research all of the following points
 - a principles of assessment, different methods, strengths and limitations of these, relevant to their subject area, which can effectively meet the individual needs of learners
 - b peer and self assessment; how this can promote learner involvement and personal responsibility
 - c how feedback and questioning contribute to the assessment process
 - d the types of assessment records which would be used to meet organisational and external requirements
- 2 prepare a session plan (using Form 4)
- 3 deliver a session of a minimum of 15 minutes on their findings for at least one of the research points in 1) above to their peer group
- 4 produce a written rationale of between 250 and 350 words outlining their reasons for selecting **all** areas of research in 1a) to 1d) above, their approach taken and a précis of their findings
- 5 evidence all of their research undertaken, eg through notes, internet findings etc
- 6 ensure Forms 7 and 8 or equivalent are included with the assessment.

Instruction for Tutors

The tutor should observe the candidate delivering their presentation using Form 8 and give feedback. The peer group is to complete Form 8 and give to the candidate (feedback can also be verbal if time permits). The candidate is to complete Form 7 based upon this feedback. Form 7 should clearly show how the candidate has reflected upon their preparation and delivery to evaluate and improve their own practice. The delivery of one of the candidate's sessions must be recorded to aid self-evaluation, internal and external verification.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment*, available to download from www.cityandguilds.com.

Grading

Grading of assessments for this unit is **pass or refer**.

Note: Candidates cannot use delivery of this presentation towards the 30 hours teaching practice requirement.

Unit 3 Principles and practice of assessment

Level 3 practical assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **practical** section of Unit 3 Principles and practice of assessment at **Level 3**. Pro formas are provided for use with this assessment in Appendix 1.

Instruction for Candidates

Candidates are required to:

- 1 prepare a minimum of three session plans (using Form 4 or equivalent) or three assessment plans, which incorporate a range of assessment methods (this can be for groups and/or individuals)
- 2 use or adapt or design* at least three assessment activities, including oral questioning
- 3 assess learners appropriately and effectively using these activities
- 4 give feedback to learners
- 5 complete relevant assessment records and liaise with others as necessary
- 6 evaluate their assessments.

*It is only a requirement for candidates to use assessment activities at this level. However, adapting or designing may form part of their role.

Instruction for Tutors/Observers

The tutor/observer should observe at least **one** assessment session as part of the candidate's overall 30 hours teaching practice (for at least 30 minutes), using Form 10 and give feedback. The candidate must use Form 7 to evaluate their own practice after each session and log their hours on Form 9.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment*, available to download from www.cityandguilds.com.

Grading

Grading of assessments for this unit is **pass** or **refer**.

Unit 3 Principles and practice of assessment

Level 4 theory assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **theory** section of Unit 3 Principles and practice of assessment at **Level 4**. Pro formas recommended for use with this assessment are provided in Appendix 1.

This assessment can be taken by pre-service or in-service candidates. Pre-service candidates may answer hypothetically, basing their responses around their chosen specialist subject.

Instruction for Candidates

Candidates are required to

- 1 research all of the following points
 - a principles of assessment, different methods, strengths and limitations of these, relevant to their subject area, which can effectively meet the individual needs of learners
 - b peer and self assessment; how this can promote learner involvement and personal responsibility
 - c how feedback and questioning contribute to the assessment process
 - d the types of assessment records which would be used to meet organisational and external requirements
- 2 prepare a session plan (using Form 4)
- 3 deliver a session of a minimum of 15 minutes on their findings for at least one of the research points in 1) above to their peer group
- 4 produce a written rationale of between 500 and 750 words for **all** areas of research in 1a) to 1d) above, a methodology for their area of research, their approach taken and a précis of their findings
- 5 evidence all their research undertaken, eg through notes, internet findings etc
- 6 ensure Forms 7 and 8 are included with the assessment.

Instruction for Tutors

The tutor should observe the candidate delivering their session using Form 8 and give feedback. The peer group is to complete Form 8 and give to the candidate (feedback can also be verbal if time permits). The candidate is to complete Form 7 based upon this feedback. Form 7 should clearly show how the candidate has reflected upon their preparation and delivery, to evaluate and improve their own practice. The delivery of one of the candidate's sessions must be recorded to aid self-evaluation, internal and external verification.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory/principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values

- an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended). Writing should be concise, and candidates should provide evidence of careful planning.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment* available to download from **www.cityandguilds.com**.

Grading

Grading of assessments for this unit is **pass** or **refer**.

Note: Candidates cannot use delivery of this presentation towards the 30 hours teaching practice requirement.

Unit 3 Principles and practice of assessment

Level 4 practical assessment

About this assessment

This assessment is to be used to assess candidates undertaking the **practical** section of Unit 3 Principles and practice of assessment at **Level 4**. Pro formas recommended for use with this assessment are provided in Appendix 1.

Instruction for Candidates

Candidates are required to:

- 1 prepare a minimum of three session plans (using Form 4 or equivalent) or three assessment plans, which incorporate a range of assessment methods (this can be for groups and/or individuals)
- 2 use or adapt or design* at least three assessment activities, including questioning
- 3 assess learners appropriately and effectively using these activities
- 4 give feedback to learners
- 5 complete relevant assessment records and liaise with others as necessary
- 6 evaluate their assessments.

*It is only a requirement for candidates to use assessment activities at this level. However, adapting or designing may form part of their role.

Instruction for Tutors/Observers

The Tutor/Observer should observe at least **one** assessment session as part of the candidate's overall 30 hours teaching practice (for at least 30 minutes), using Form 10 and give feedback. The candidate must use Form 7 to evaluate their own practice after each session and log their hours on Form 9.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory/principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values
- an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended). Writing should be concise, and candidates should provide evidence of careful planning.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment* available to download from www.cityandguilds.com.

Grading

Grading of assessments for this unit is **pass** or **refer**.

8 Glossary of terms

The following terms are used in this qualification handbook:

Term	Definition
Action plan	A formal agreement between a tutor and learner setting out what will be achieved with target dates
Aim	General statement outlining what the trainer hopes to achieve during the session or programme of training
Analyse	Examining something in detail to discover meaning and/or essential features
AP(E)L	Accreditation of Prior (Experiential) Learning
Assessment	Process of measuring the achievement of learners
Assessment methods	Instrument chosen to assess a given outcome, eg written test, skills tests, observation of learner performance, reports and questioning
Assessment records	Documents used to record the outcome of an assessment, eg an organisation pro forma or observation report
Assessor	The person making a decision as to a candidate's competence
Associate Teacher	<p>A person in a teaching role that carries fewer responsibilities than the 'full teaching' role and whose role and responsibilities are to teach mainly in one or more of the following ways:</p> <ul style="list-style-type: none"> • from a defined and prescribed programme and/or with fewer responsibilities in the design of learning materials and the course programme than the Full Teacher • on a one-to one basis • delivers a programme confined to a particular level or subject or type of learner • delivers short courses of less than three months; which lead to non-accredited and/or vendor specific awards; or that provide on successful completion less than three credits on accredited programmes. <p>Please refer to LLUK guidance, available from www.lluk.org.uk, for further detail on this named role.</p>
Candidate	Person who is studying and being assessed for a City & Guilds qualification
Critical Path Analysis	Logical sequence of steps needed to go through to complete a final task
Coaching	Normally a one-to-one or small group activity which involves the tutor in a close observation of the learner's performance and giving advice and guidance
Communication	The transfer of information, from one person to another, with the intention of bringing about a response
Competence	Ability to do something to a set agreed standard, normally measured by undertaking an observable process or producing a final product (see assessment methods)

Term	Definition
Contact hours	The number of hours allocated for programme delivery; including group tutorials and the delivery of the theory aspect of the assessments
CPD	Continuous Professional Development
CTLLS	The acronym for the Certificate in Teaching in the Lifelong Learning Sector
Describe	Providing a detailed statement or account of something, eg a teacher's responsibilities in the teaching/training cycle
Diagnostic assessment	The assessment methods used to discover strengths and weaknesses in a learners work and determine future action
Discuss	An exploration of issues in either speech or writing
Demonstrate/ demonstration	Showing learners the best way to undertake a task or develop a skill by illustrating how it is done by actual performance
Diagnostic meeting	Meeting to determine the present level of skills and knowledge of a learner and, normally, to determine a future programme for further development
DTLLS	The acronym for the Diploma in Teaching in the Lifelong Learning Sector
E-learning	Electronic learning – learning which is supported or enhanced through the application of information and communication technology
E-learning online	Electronic learning via an intranet or the internet
E-learning on-site	Electronic learning in the organisation's own learning environment using ICT
Evaluation	Gathering information to give a measure of the effectiveness of the training that has been delivered
Explain	A reasoned account which justifies/clarifies an issue and/or points of an issue
External Verifier	Appointed by City & Guilds to ensure that all assessments undertaken with centres are fair, valid, consistent and meet the requirements of the standards
Feedback	Written or oral information given to learners regarding their progress
Formative assessment	On-going assessment carried out throughout a programme of learning
Full Teacher	A person in a teaching role that carries the 'full range' of teaching responsibilities in the classroom and who teaches: <ul style="list-style-type: none"> • from their own designed and evaluated programme materials • across a range of levels, subjects and learner types • across or contributes to a range of programmes of varying lengths. Please refer to LLUK guidance, available from www.lluk.org.uk , for further detail on this named role.
Ground rules	Agreed codes of behaviour between the teacher and the learner. Usually agreed at the beginning of the programme, eg non-use of mobile phones
Group	Learners being taught together (three or more)
Holistic report	A written statement reflecting a candidate's experience
Ice breakers	Fun and light-hearted ways of introducing learners to each other
ICT	Information Communication Technology – the combination of computing and communication technologies (including computer networks, telephone systems and the internet)

Term	Definition
Identify	Determining the factors or features of an activity, requirement, issue and/or a point
IfL	Institute for Learning. The professional body for teachers and trainers in the Learning and Skills sector
ILP	Individual Learning Programme (see also, Action plan)
ILT	Information and Learning Technology – the use of information and communication technologies to support learner activities
Initial assessment	A way of ascertaining learning styles. Assessment methods used to discover strengths and areas for development in a learner's work and determine future action. A means of measuring a learner's ability, eg a literacy test
Institution/ organisation	The establishment where the teacher is working with learners. This will normally be a school, a college of further or higher education, a private training or education establishment, a company with in house training provision, adult or community or work-based setting
Instruct/ instruction	Where the tutor tells the learner what to do to achieve a particular skill or objective
Internal Verifier	Appointed by a centre to ensure that all assessments undertaken within the centre are fair, valid, consistent and meet the requirements of the standards
Internet	Worldwide computer network
Intranet	An organisation's own network
IT	Information Technology – the computer infrastructure, hardware and software used to process data and deliver information
Justify	To give reason and/or explanation for an activity, process, theory etc
Learner/student	Person who is being taught or trained
Learning sessions	A period of input by a teacher using a variety of methods such as lessons, practical etc
Learning programme	Scheme of work, programme of work or study
Learning style	Particular way in which an individual prefers to learn eg visual, aural, kinaesthetic
List of resources	Black board, white board, text books, handouts, overhead projector, ICT etc
LLUK	The sector skills council (SSC) for lifelong learning in the UK
Mentor	Person giving one-to-one support to a learner
Methods of assessment	Observations, questions, simulations, witness testimony, work products, professional discussion, prior experience, candidate discussion, projects, assessments, tests etc
Micro-teaching	Delivery to peers in a learning setting
Motivation	How a learner is disposed towards learning, extrinsic-external reasons for learning, intrinsic-internal desire to learn for self fulfilment
Multi-media	The use of various types of equipment to present text, graphics, video, animation and sound in an integrated way
Non-contact hours	This covers the candidate's individual tutorial support time, developmental activities, research, self-study and teaching practice
Non-verbal communication	Any communication that does not involve the spoken word, eg body language, facial expression
Objective	A statement of what will be learned as a result of the training received

Term	Definition
On-the-job	In the working environment
Pedagogy	Tutor centred learning
Peer group	Others within the candidate's learning group
Plenary session	Reviewing stage where all the learners involved in an exercise/activity are assembled together to share their views and conclusions
Pro forma	Blank form for use by candidates/assessors
PTLLS	The Award in Preparing to teach in the Lifelong Learning Sector (previously referred to as a 'passport' or 'initial award')
QTLS Framework	Qualified Teacher, Learning and Skills Framework.
Qualitative	Quality information obtained by open questions, reports and discussions
Quality assurance	A means of checking learners' work by internal and external verification
Quantitative	Quantity information obtained by closed questions, results from tests and other data gathering techniques
Rationale	The defining aim and/or reason for a unit or outcome
Reliability	Consistency of measurement achieved by the use of an assessment method
Session plan	Plan prepared by the trainer prior to delivery of a training session
Skills	An organised pattern of mental and/or physical activity. Examples of skills include practical, numerical, decision-making and social
Skills analysis	See Task analysis
SMART	Specific, Measurable, Achievable, Realistic, Time bound
Summarise	A brief account of the main issues/points explored and/or examined
Summative assessment	An assessment made to determine the final level of achievement. Often done by a final test or examination
Synchronous learning	Learning that takes place in an environment where the tutor and learner are simultaneously present, perhaps at different locations, but communicating with each other in real time
Task analysis	Breakdown of a task/job into its component skills (sometimes referred to as Skills analysis)
Teaching practice	The time allocated for candidates to demonstrate and build confidence in teaching/ training other learners. This could include where a candidate has sole responsibility for an individual or a group, teaches in front of/within a group to different groups/learners/levels, from pre-prepared or own designed curriculum materials, whether in paid or unpaid employment
Teaching/ training cycle	System approach which includes five inter-linked stages: identify needs, plan and design learning, deliver, assess and evaluate
Teacher/Trainer/Tutor	Person who is helping the learner to achieve a desired state/standard/ competence. Person who is advising, supporting and assessing the candidate
VACSR	Valid, Authentic, Current, Sufficient, Reliable
Validity	Extent to which an assessment method measures what it is supposed to measure
VARK	Visual, Aural, Read/write, Kinesthetic
Virtual classroom	Online learning environment where tutors and learners interact

Term**Definition**

Visual aid

Visual support material used to enhance the learning session, eg overhead transparency, diagram, slide projection, photograph/picture, video/film, model, computer program, interactive internet page (including audio visual equipment)

Appendix 1

Forms

Form 1

Record of achievement: assessments



Candidate Name	Enrolment number
Centre Name	Centre number
Level	

Assessments	Credit Value	Pass/Refer	Marker signature and date	IV signature and date (if sampled)	EV signature and date (if sampled)
Mandatory unit 1: Preparing to Teach in the Lifelong Learning Sector <small>(This must be achieved prior to or during the 7304 CTLLS)</small> Theory	6				
Practical					
Mandatory unit 2: Theory	9				
Practical					
Mandatory unit 3: Theory	3				
Practical					
Optional unit(s)	6 (min, maximum 18)				
Total credit value for the achievement of the Certificate in Teaching in the Lifelong Learning Sector (7304)	24				

Name of Tutor/Assessor

Name of Subject Mentor

Name of Internal Verifier

Certification can now be claimed for all successful assessments.

Signed (Internal Verifier) Date

Appendix 1 Forms

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



Assessment title

Related unit(s)

Type

eg theory or practical

Candidate name

Enrolment number

Date issued

Date submitted

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

Signature of candidate Date

Marker's feedback:

Continue on separate sheet if necessary, see overleaf.

Marker and IV signature (IV if sampled) must be signed on following page

Marker's feedback:

(Continued from previous page)

Marker's name:

Grade:

Date:

Resubmission date (if referred):

Grade:

Date:

IV's name (if sampled):

(a separate IV record must be completed for each assessment sampled)

Date:

Appendix 1

Forms

Form 3

Scheme of work



Teacher

Course/
Qualification

Group

Duration:
from – to

No of sessions

Delivery hours

Venue

Aim of course

Aim of course	
---------------	--

Dates	Objectives/learning outcomes The learner will:	Activities and resources	Assessment

Appendix 1

Forms

Form 4

Session plan



Teacher	Date	Room
Course/topic	Time	Duration
Aim		

Timing	Objectives/learning outcomes The learner will:	Resources	Teacher activities	Learner activities	Assessment

Appendix 1 Forms

Form 5

Self evaluation: session plan



Date of session evaluated:

Topic covered:

Session plan number:

Strengths	Areas for development	Action and improvements required

This is a three page pro forma.

Name of candidate

Date

Aim of session

(as on session plan)

Length of session

A total of 3 hours must be observed over a minimum of 3 occasions

Minimum length of delivery/observation is 30 minutes.

Length of observation

Preparation

Did the candidate

Y/N

Comments

check the environment and resources beforehand?

take into account any health & safety issues?

ensure there were enough resources for all learners?

have a session plan to show: aim/objectives/learning outcomes?

Delivery

Did the candidate

Y/N

Comments

deliver an introduction, main content and conclusion?

establish and maintain a rapport with the individual/group?

demonstrate knowledge of their subject?

take into account different learning styles, eg VARK?

use a range of activities?

Did the candidate	Y/N	Comments
communicate appropriately and effectively?		
manage the session appropriately and effectively, eg dealing with disruptions?		
appear confident and professional?		
take into account entitlement, equality, differentiation, inclusivity and diversity?		
integrate the Minimum Core into their delivery?		

Monitoring

Did the candidate	Y/N	Comments:
ask questions and involve the individual/group where appropriate?		
give positive feedback where relevant?		
summarise the session?		
achieve their aim/objective/learning outcomes?		
clear the area afterwards?		
complete relevant records?		
Identify opportunities for learners to provide feedback?		
evaluate their session?		

Give examples of how learning took place:

Overall feedback:

Observer signature: Name: Date:

Appendix 1

Form 7

Forms

Self evaluation:
Micro-teaching / teaching practice
delivery



Session date

Delivered by

**Title of
session**

**Length of
session**

Strengths:

Areas for development:

Action required to improve the same session for the future:

Candidate signature: Date:

Appendix 1

Forms

Form 8

Peer group/tutor evaluation and feedback:
Micro-teaching / theory assessments



Session date

Delivered by

Title of session

Length of session

Strengths:

Areas for development:

Action required to improve the same session for the future:

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

Name: Signature:

Appendix 1 Forms
 Form 9 Teaching practice log



Thirty hours of teaching practice must be logged; at least **three hours** (over a minimum of three occasions) must be observed using Form 6 / Form 10. Minimum delivery/observation time is 30 minutes. Delivery of the *PTLLS* and *Planning and enabling learning* theory assessments and micro-teaching **cannot** be counted towards the 30 teaching practice hours.

**Candidate's
name**

Enrolment number

Date	Length of session	Aim	Location	Observed by	Supporting evidence reference number (for scheme of work, session plans, self evaluation, observer's report etc)

Note: Copies of this form may be made as necessary to evidence achievement of the 30 hours teaching practice requirement.

Note: For use with Unit 3 *Principles and practice of assessment*.

Name of candidate		Date	
Name of learner		Qualification being assessed	
Assessment can be in addition to/or part of the 30 hours teaching practice (minimum length 30 minutes)		Length of observation	

Preparation

Did the candidate	Y/N	Comments
check the environment and resources beforehand?		
take into account any health & safety issues?		
ensure the assessment requirements were relevant to the qualification being assessed?		
agreed an assessment plan with the learner(s)?		

Assessment

Did the candidate	Y/N	Comments
establish and maintain a rapport with the learner(s)?		
explain the assessment requirements?		
demonstrate knowledge of their subject?		
ask questions in an encouraging manner?		

Did the candidate	Y/N	Comments
use relevant resources/ICT as appropriate?		
communicate appropriately and effectively?		
appear confident and professional?		
take into account entitlement, equality, differentiation, inclusivity and diversity?		

Feedback

Did the candidate	Y/N	Comments
give positive and constructive feedback?		
ensure the assessed evidence was VACSR?		
identify opportunities for learners to provide feedback?		
evaluate the assessment process?		
communicate with others as necessary, eg to inform quality assurance?		
maintain records in accordance with organisation and awarding/external body requirements?		

Overall feedback:

Observer signature: Name: Date:

This form is to be completed at the end of the programme for Unit 1 *PTLLS*.

Candidate name

Tutor name

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

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

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

Candidate signature: Date:

This form is to be completed for micro-teaching / teaching practice observations for Unit 1 *PTLLS*.

This is a three page pro forma.

Name of candidate	Date
Aim of session (as on session plan)	Length of session
A total minimum of 30 minutes of micro-teaching/teaching practice must be observed	Length of observation

Preparation

Did the candidate	Y/N	Comments
check the environment and resources beforehand?		
take into account any health & safety issues?		
ensure there were enough resources for all learners?		
have a session plan to show: aim/objectives/learning outcomes?		

Delivery

Did the candidate	Y/N	Comments
deliver an introduction, main content and conclusion?		
establish and maintain a rapport with the individual/group?		
demonstrate knowledge of their subject?		
take into account different learning styles, eg VARK?		

Did the candidate	Y/N	Comments
use a range of activities as appropriate?		
use relevant resources as appropriate?		
communicate clearly and effectively?		
appear confident and professional?		
take into account entitlement, equality, differentiation, inclusivity and diversity?		

Monitoring

Did the candidate	Y/N	Comments:
ask questions and involve the individual/group where appropriate?		
give positive feedback where relevant?		
summarise the session?		
achieve their aim/objective/learning outcomes?		
clear the area afterwards?		
Identified opportunities for learners to provide feedback?		
evaluate their session?		

Give examples of how learning took place:

Overall feedback:

Observer signature: Name: Date:

Name of candidate

Qualification

Assessor name

Areas to be covered within the discussion	Reference to units

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

--

Start time	Finish time
Counter reference (if recording used):	
Start number	End number

The above is an accurate record of the discussion.

Candidate signature:	Date:
Assessor signature:	Date:
Internal Verifier signature (if sampled):	Date:

Name of candidate:

Name of tutor

General comments/update from last tutorial:

Issues discussed today:

Action required:

By when:

Candidate signature:

Date:

Tutor signature:

Date:

This form **must** be completed after each assessment task (eg task 1, task 2, task 3, etc) completed for the PTLLS unit theory and practical assessments and / or each session attended throughout the PTLLS programme. In addition, centres are encouraged to ask candidates to complete this form after the remaining unit assessment(s) and delivery session(s) they undertake for the rest of the CTLLS programme. This is not mandatory, but is deemed to enhance effective learning, and development of good practice. Candidates are permitted to use their own journal format or use this pro forma.

Name of candidate

The main points from this journal fit into assessment task no:

The main points I have learnt from this assessment task / session are:

How I could develop my practical skills as a result of this assessment task / session:

How I could develop my knowledge and understanding as a result of this assessment task / session:

Candidate signature:

Date:

Unit no:

Unit title:

Candidate declaration:

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

Candidate name:

Candidate enrolment number:

Candidate signature: Date:

Assessor declaration:

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. (Where there is more than one Assessor, the Co-ordinating Assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient (VACSR).

Assessor name:

Assessor signature: Date:.....

Countersignature: (if relevant) Date:

Internal Verifier declaration:

This section to be left blank if sampling of this unit did not take place.

I have internally verified the assessment work on this unit in the following ways (please tick):

- sampling candidate and assessment evidence
- observation of assessment practice
- discussion with candidate
- other – please state:

I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

Not sampled

Internal Verifier name:

Internal Verifier signature: Date:

Countersignature: (if relevant) Date:

Appendix 7 Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

Nation	Who to contact	Website
England	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	The Scottish Qualifications Authority	www.sqa.org.uk
Wales	The Department for Education, Lifelong Learning and Skills Wales	www.new.wales.gov.uk
Northern Ireland	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

Appendix 8 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

Appendix 9 Summary of City & Guilds assessment policies

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier and/or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

Appendix 10 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aims Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk. Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact the department for education, lifelong learning and skills: www.new.wales.gov.uk</p>	<p>Centres should contact the department for education, lifelong learning and skills: www.new.wales.gov.uk</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>

Appendix 11 City & Guilds contacts

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.
City & Guilds QTLS website	www.cityandguilds.com/qtls	This is the dedicated City & Guilds website for providing the latest information and related publications on the new QTLS framework for the Lifelong Learning Sector.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail	Query types
learnersupport@cityandguilds.com	all learner enquiries, including <ul style="list-style-type: none">requesting a replacement certificateinformation about our qualificationfinding a centre.
centresupport@cityandguilds.com	all centre enquiries
walledgarden@cityandguilds.com	all enquiries relating to the Walled Garden, including <ul style="list-style-type: none">setting up an accountresetting passwords.

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