



## **Level 3 and 4 Award in**

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# **Preparing to Teach in the Lifelong Learning Sector**

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## **Specification**

QCA Accreditation Number: Level 3-500/1970/3  
Level 4-500/1966/1

QCA Accreditation Start Date: 01/09/07  
QCA Accreditation End Date: 31/12/10  
QCA Certification End Date: 31/12/13

## ASCENTIS' MISSION STATEMENT

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### **‘Building Partnerships to Advance and Accredit Lifelong Learning for All.’**

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#### **About Ascentis**

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. OCNW was the first ‘Open College’ in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- a National Awarding Body (NAB) approved by the Qualifications and Curriculum Authority (QCA)  
and
- an Access Validating Agency (AVA) for ‘Access to HE Programmes’ licensed by the Quality Assurance Agency for Higher Education (QAA)

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, starting at Entry Level basic skills or vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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## SPECIFICATION SUMMARY

### Introduction

The award in Preparing to Teach in the Lifelong Learning Sector at Level 3 or 4 provides the basic minimum standard for all those entering the teaching, learning and development profession from September 2007. Achievement at either Level 3 or 4 confers threshold status to teach. The award is appropriate for teachers, tutors and trainers who may be working within an FE college, Adult and Community Learning Centre or Learning Provider and for those delivering work based training such as within voluntary, community, private and public organisations.

The award gives the candidate an introduction to teaching and explores roles and responsibilities associated with the teaching role. The planning and delivering of sessions including engaging and motivating learners and establishing ground rules within a learning environment is covered. It explores the different assessment methods and the need for record keeping. The delivery of a micro-teaching session and teaching observation is a requirement of this qualification.

There are several features of these awards making them appropriate to the target candidates:

- Ascentis-devised assessment task designed to cover all the assessment criteria within the unit
- Assessment tasks designed to be holistic and relevant to candidates working or intending to work within a wider range of learning environments in the lifelong learning sector.
- Centre-devised assessment tasks are permissible provided they are approved by Ascentis before commencement of delivery
- Can be achieved by pre-service or in-service candidates

### Specification Overview

<b>Ascentis Level 3 Award in Preparing to Teach in the Lifelong Learning Sector</b>			
<b>Unit Number</b>	<b>Unit Title</b>	<b>Credit Value</b>	<b>Assessment</b>
1	Preparing to Teach in the Lifelong Learning Sector (Level 3)	6	Completion of all sections of assessment task which includes delivery of one 15 minutes micro-teaching session in which they are observed and assessed. In addition, they must observe 45 minutes of others' micro-teaching.
<b>Ascentis Level 4 Award in Preparing to Teach in the Lifelong Learning Sector</b>			
<b>Unit Number</b>	<b>Unit Title</b>	<b>Credit Value</b>	<b>Assessment</b>
1	Preparing to Teach in the Lifelong Learning Sector (Level 4)	6	Completion of all sections of assessment task which includes delivery of one 15 minutes micro-teaching session in which they are observed and assessed. In addition, they must observe 45 minutes of others' micro-teaching.

## **Assessment and Moderation Arrangements**

To achieve the award at Level 3 or 4 evidence of achievement of all the assessment criteria must be demonstrated, for the level at which the candidate is claiming certification, together with involvement in at least one hour of micro-teaching, including delivery and being observed and assessed for at least one 15 minutes micro-teaching session. An Ascentis-devised assessment task is included, covering all the assessment criteria of the unit and the normal expectation is that all sections of this assessment task will be completed by candidates. It is designed to meet the needs of candidates working or intending to work within a wide range of learning environments within the lifelong learning sector. Centre-devised assessment tasks are permissible, providing there is a rationale for these which will need to be approved by Ascentis prior to delivery.

All assessment tasks should be internally moderated within the centre. Ascentis will arrange external moderation at a time convenient to the centre, and certification is available throughout the year.

### **PLEASE NOTE**

**The assessment strategy detailed in this specification is for a stand alone Preparing to Teach in the Lifelong Learning Sector Award ONLY.**

**If the Award in Preparing to Teach in the Lifelong Learning Sector is being undertaken as Unit 1 of the Certificate in Teaching in the Lifelong Learning Sector or as Unit 1 of the Diploma in Teaching in the Lifelong Learning Sector, there is an alternative assessment strategy that must be followed – see Ascentis CTLLS and DTLLS specifications for details.**

## **BACKGROUND INFORMATION**

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### **Aims**

The aim of the awards are to provide those who want to be teachers, trainers or tutors with the minimum threshold status needed for teaching within the Lifelong Learning Sector.

### **Objectives**

- 1 To understand the roles and responsibilities in relation to teaching
- 2 To understand appropriate teaching and learning approaches within the candidate's specialist area
- 3 To plan, deliver and evaluate a micro-teaching session
- 4 To observe and evaluate micro-teaching sessions
- 5 To understand the use of assessment methods and record keeping

### **Target Group**

The awards are aimed at any pre-service or in-service candidate who needs an initial award for their role as a teacher, trainer or tutor within an FE college, Adult and Community Learning Centre, Training Providers and those delivering work based training such as within voluntary, community, private and public organisations.

### **Entry Requirements**

As part of the selection process for entry on to the course all potential entrants should be interviewed. It is recommended that all candidates should have an initial assessment prior to commencement on the course. This should include an assessment of their individual needs with respect to the minimum core of language, literacy, numeracy and ICT. Centres need to ensure that candidates are selected for suitability on the course establishing that they meet the following minimum criteria:

- Are capable of meeting the new LLUK professional standards for the learning and skills sector by the end of their course
- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Do not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults
- Hold a relevant vocational and/or academic qualification of at least the level above that of their learners and ideally a minimum Level 3 qualification in his/her own area of specialism.

### **QCA Qualification Accreditation Number**

Ascentis Level 3 Preparing for Teaching in the Lifelong Learning Sector -500/1970/3

Ascentis Level 4 Preparing for Teaching in the Lifelong Learning Sector -500/1966/1

### **QCA Qualification Accredited Unit Numbers**

Unit 1-Preparing to Teach in the Lifelong Learning Sector-Level 3-M/500/4418

Unit 1-Preparing to Teach in the Lifelong Learning Sector-Level 4-Y/500/8947

### **Mapping to National Standards**

The units of assessment for the award were written by LLUK, based on the LLUK new overarching professional standards for teachers, tutors and trainers in the Lifelong Learning Sector.

## Planning for Programme Delivery

Centres wishing to offer the Ascentis Level 3 or 4 Award in Preparing for Teaching in the Lifelong Learning Sector will need to consider:

- the anticipated market
- support and guidance to meet individual learning needs
- the mode of delivery of the programme: structure, content and assessment methods
- overall resource requirements for planning and delivery
- procedures for ensuring review and revision in accordance with contemporary issues
- quality assurance procedures
- progression opportunities.

## Centre Resources

Centres wishing to offer these awards should ensure that there are sufficient resources to support delivery of the qualification. It is expected that taught sessions will be delivered in an identified base room in which the range of audio visual aids likely to be required for the micro-teaching sessions is or can be made available. It is also expected that candidates will have access to resources which are commensurate with the level 3 and 4 nature of the awards. Candidates should have access to a learning resource centre where they can obtain up to date reading materials, for example textbooks and journals, and information technology.

Centre resources will be checked as part of the centre approval process.

## Centre Staffing

Centres will need to identify a suitably qualified Programme Manager, delivery team and candidate mentors. These members of the delivery team will need to have the following qualifications and experience:

- A recognised teaching qualification e.g. Certificate/Postgraduate certificate in Education or Certificate in FE teaching-stage 1, 2 and 3, NVQ Level 4 in Learning and Development
- Substantial, successful teaching experience, supported by evidence from internal observation of teaching and learning reports
- Fully conversant with contemporary issues in the post 16 sector.

Staff who meet these requirements will be accepted as approved members of the delivery team and will be expected to provide evidence of engaging in appropriate continuing professional development to ensure that knowledge and skills are kept up to date. Members of the delivery team may be accepted with alternative teacher training & related qualifications, for further guidance please contact the Ascentis office.

**Internal Moderators** should have qualifications and experience as above and additionally they should have experience of and attended training on the internal moderation process. Ascentis holds training events for internal moderators and any person new to this role is advised to attend one of these events. Alternatively, guidance on internal moderation may be provided during visits by the Ascentis external moderator.

Centre staffing will be checked as part of the centre approval process, which will ask for copies of CVs and teaching certificates.

## Initial Assessment

All candidates require an initial assessment prior to commencement of the course. This should include an assessment of their individual needs with respect to the minimum core of language, literacy, numeracy and ICT.

### Support provided to candidates for their learning

#### ▪ Pre-course information

As part of the interview or general pre-course information, all potential entrants must be given guidance and advice on suitable success routes into teaching for all applicants. In particular, consideration should be given as to whether the Level 3 or Level 4 Award is the most appropriate route for a learner.

#### ▪ Individual Learning Plans (ILP)

It is recommended that all candidates should have an individual learning plan (ILP). The individual learning plan should be informed by information gained through initial assessment and at interview and include:

- Individual goals/targets in relation to the minimum core of language, literacy numeracy and ICT
- Target dates for completion
- Support for other needs identified such as careers/employment advice, use of facilities (ICT/library) and mentoring.

The ILP should be regularly reviewed by the candidate's personal tutor and an indication of when goals/targets have been met or what further action is required should be recorded as appropriate.

#### ▪ Mentoring Support

A mentor needs to be allocated to each learner. The mentor needs to have knowledge and relevant experience of teaching in the lifelong learning sector.

Mentoring support can be provided in a variety of ways:

- Regular e-mail/telephone contact
- Organised tutorial sessions
- Mentor available for 'drop in' support.

The website [www.ittpilotresources.org.uk](http://www.ittpilotresources.org.uk) contains information and best practice on mentoring and individual learning plans. If access to a mentor is difficult for a trainee teacher, then the centre must make arrangements for them to access subject specialist pedagogy.

## Subject Specialist Pedagogy

It is essential that the following should be an integral part of the programme:

- differentiation to meet individual learning needs, including opportunities to develop subject specific pedagogy. This should include opportunities to meet other subject specialists, for example, experienced practitioners, mentors and peers, and opportunities to broaden teaching practice experience.

## Delivery and Contact Hours

These awards have a credit value of 6 i.e. 60 hours of learning in total. At least 30 hours of this must be time the candidate is timetabled for face-to-face contact to include:

- Timetabled contact with tutor/lecturer
- Individual or group tutorials with tutor- each candidate is entitled to a minimum of one tutorial for the award
- Delivery of micro-teaching, tutor/assessor feedback on observed and assessed micro-teaching session, and observation of others' micro-teaching (up to a maximum of 6 hours in total)

In addition to the 30 hours of contact time, centres need to ensure that there is evidence of another 30 hours of directed or self-directed learning. This time could include using text books, web sites, use of library facilities and preparation of assignments.

Centres may deliver the awards as either a part-time or a short, 'fast track' programme. It is envisaged that the majority of centres will opt for a part-time mode of delivery. Where centres opt for the short, full-time mode of delivery, it is recommended that the programme be delivered over a minimum of 4 weeks in order to allow sufficient time for candidates to complete the requirements of micro-teaching and allow time for reflection and evaluation. If the candidates are in-service, an account of the number of hours per week they are teaching is needed when deciding on the most appropriate delivery mode.

## **Recommended Reading**

### **Textbooks**

Curzon L B, (2004) *Teaching in Further Education*, London, Continuum Books.

Coles A, (2004) *Teaching in Post-Compulsory Education*, London, Fulton.

Gravells A, (2006) *Delivering Adult Learning – Level 4 Coursebook*, Learning Matters,

Petty, G, (2004) *Teaching Today*, Cheltenham, Stanley Thornes.

Reece I, and Walker S, (2003) *Teaching, Training and Learning: A Practical Guide*, London, Routledge.

Rogers J, (2001) *Adults Learning*, Milton Keynes, Open University Press.

Tummons J, (2005) *Assessing Learning in Further Education*, Learning Matters,

Wallace S, (2005) *Teaching and Supporting Learners in Further Education 2<sup>nd</sup> Ed*, Learning Matters

### **Other relevant sources**

Education Guardian (Tuesday) or [www.education.guardian.co.uk](http://www.education.guardian.co.uk)

Times Education Supplement (Friday) or [www.tes.co.uk](http://www.tes.co.uk)

The Department for Education and Skills website [www.DfES.gov.uk](http://www.DfES.gov.uk)

The Lifelong Learning UK website [www.lluk.org.uk](http://www.lluk.org.uk)

*Adults Learning*, NIACE: (Monthly journal)

## **Differentiation between Level 3 and 4**

Centres may choose to deliver the Level 3 and 4 award together in the same sessions or separately. Whilst the content of both Level 3 and 4 course will be similar, the application of the knowledge, understanding and skills within the assessment tasks will be more sophisticated at Level 4. Level 4 candidates will be expected to use skills of evaluating, justifying and analysing, as opposed to a Level 3 candidate who is asked to describe and explain. Some candidates may choose, after initial assessment and with guidance from the centre, to select the Level 3 course, others may attempt Level 4, but if their work proves insufficient in depth for Level 4, it may be that they can meet the Level 3 requirements providing all the assessment criteria for a unit are achieved. Level descriptors are provided in Appendix 4.

## Credit Accumulation and Transfer

Candidates for whom teaching/tutoring/training is their major role will be required to progress to a further qualification appropriate to their role.

Candidates who have achieved the Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector Award could progress to the Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector, using their achievement in this award to contribute towards the certificate.

Candidates who have achieved the Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector could progress to the Level 5 Diploma in Teaching in the Lifelong Learning Sector using their achievement in this award to contribute towards the diploma.

## Restriction on Candidate Entries

There are no restrictions on candidate entries.

## Centre Approval and Registration

Centres must be approved to run this qualification. Details of the centre approval process are available from the Ascentis office.

All learners must be registered within seven weeks of the course commencing, using the Student Information Record Sheet (SIRS).

## Moral, Ethical, Spiritual, Cultural, Social, Legislative, Environmental Issues, Health and Safety considerations and the European dimension

Within the learning outcomes and assessment criteria there are embedded opportunities to develop and explore many of these issues. Specific examples include:

- **Legislative:** candidates will examine relevant current legislative requirements and codes of practice relating to teaching
- **Health and Safety:** issues of health and safety, as relevant, will be addressed within devised schemes of work where candidates will need to consider how to create and maintain a safe and effective learning environment
- **Cultural:** issues of equality and diversity and ways to promote inclusion are explored within a teaching context

## Status in Wales and Northern Ireland

This qualification is available in English only.

## Candidates with Particular Assessment Needs

Ascentis has procedures in accordance with *The statutory regulations of external qualifications 2004* to ensure this qualification is accessible and does not disadvantage a learner with a particular need. Full details of this procedure are available at [www.ocnw.com](http://www.ocnw.com). Learners need to be made aware of this procedure.

## Appeals Procedure

Ascentis has an appeals procedure in accordance with *The statutory regulations of external qualifications 2004*. Full details of this procedure, including how to make an application, are available at [www.ocnw.com](http://www.ocnw.com) or through contacting the Ascentis office. Candidates need to be made aware of this procedure.

## **ASSESSMENT AND MODERATION ARRANGEMENTS**

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### **Overview**

To achieve the award at Level 3 or 4, evidence of achievement of all the assessment criteria at the appropriate level must be demonstrated, together with involvement in at least one hour of micro-teaching, including delivery of at least one 15 minutes micro-teaching session, which must be observed and assessed by a member of the delivery team. An Ascentis-devised assessment task is included in the appendices, covering all the assessment criteria of the unit. It is designed to meet the needs of candidates working or intending to work within a wide range of learning environments within the lifelong learning sector. Centre-devised assessment tasks are permissible, providing there is a rationale for these which will need to be approved by Ascentis prior to delivery.

All assessment tasks should be internally moderated within the centre. Ascentis will arrange external moderation at a time convenient to the centre, and certification is available throughout the year.

### **PLEASE NOTE**

**The assessment strategy detailed in this specification is for a stand alone Preparing to Teach in the Lifelong Learning Sector Award ONLY.**

**If the Award in Preparing to Teach in the Lifelong Learning Sector is being undertaken as Unit 1 of the Certificate in Teaching in the Lifelong Learning Sector or as Unit 1 of the Diploma in Teaching in the Lifelong Learning Sector, there is an alternative assessment strategy that must be followed – see Ascentis CTLLS and DTLLS specifications for details.**

### **Completion of Assessment Task**

Candidates need to complete all sections of the assessment task for the unit in order to achieve the award. These are marked within the centre by an assessor who may or may not be the tutor delivering the course. Tutors/assessors marking the assessment tasks should consider whether all the assessment criteria that the task covers have been met. All assessment criteria within the unit must be achieved in order to achieve the award.

The tutor/assessor must be confident that the work is the candidate's own work. For example, this can be ensured by completion of at least part of an assessment task within a supervised classroom environment. The Summary Record of Achievement includes a statement on authentication which needs to be signed by both the candidate and assessor. This is found in Appendix 1.

Tutors/assessors may give advice and guidance on the type of evidence/resources that need to be produced but cannot aid candidates in the development and production of work to be assessed. Candidates are allowed to re-draft and re-submit work up to three times. Tutors may provide feedback to the candidate pointing out areas of weakness in order that these can be improved on during further re-drafting. However, tutors/assessors cannot aid candidates in the development and production of work to be assessed.

If candidates fail to meet the required standard for any of the assessment tasks, after re-drafting and re-submitting up to three times, further support will need to be provided by the tutor and mentor in order that they are able work towards the standard. Individual Learning Plans may need to be reviewed in order that support for the candidate is identified and provided. If a candidate is entered for the Level 4 award it may be more appropriate to consider entry at Level 3, particularly as this does not affect the later opportunity to use this to contribute towards a Level 3 and 4 Certificate and Level 5 Diploma in Teaching in the Lifelong Learning Sector.

## Generic Criteria

All candidates' evidence needs to demonstrate that they have met the following generic criteria for each unit as well as covering the appropriate assessment criteria within the unit:

- accurate use of grammar, spelling and punctuation
- clear expression of ideas and arguments
- use of reading and research through the inclusion of appropriate references in written text
- accurate use of numerical calculations and interpretation of data
- use of Information and Communication Technology
- commitment to working within a professional value base.

Additionally Level 4 candidates will be expected to demonstrate:

- use of the Harvard system of bibliographical referencing
- analysis of and reflection on concepts and evidence to support a particular viewpoint.

## Teaching Practice and Assessed Observations

As a minimum, candidates should be involved in one hour of micro-teaching in order to successfully achieve the award. Within this hour they must deliver a minimum of 15 minutes of micro-teaching, which should be observed and assessed by a member of the delivery team. The micro-teaching session will usually be delivered to a group, which may be other candidates on the course.

For the additional 45 minutes candidates can either deliver additional micro-teaching sessions or observe the micro-teaching sessions of other candidates.

If the candidate is already engaged in real teaching practice, this can be used to meet the requirements for micro-teaching and assessed observations. Real teaching practice can take place in the following institutions:

- Further Education
- Further Education in Higher Education settings
- Adult and Community Education
- Literacy, Numeracy and ESOL provision within further and adult education
- Workplace teaching.

A pro-forma which can be used by observers and assessors of micro-teaching and for peer observation of micro-teaching is attached in Appendix 3.

## Centre-devised Assessment Tasks

There may be some circumstances when the Ascentis-devised assessment tasks are not appropriate to a particular cohort of candidates. In such situations, the centre may devise alternative assessment tasks, which must cover all the assessment criteria within the unit and the requirements for teaching practice and assessed observations. Assessment tasks must be approved by Ascentis prior to commencement of delivery of the award. They should be submitted on the pro-forma in Appendix 6, and must include mapping of the tasks to the assessment criteria.

## Internal Moderation

Internal moderation is the process of ensuring that everyone who assesses the unit in a centre is assessing to the same standards. Internal moderation of this award will be co-ordinated by the named Ascentis teacher training co-ordinator, who may or may not also act as the Internal Moderator. It is the responsibility of Internal Moderators to ensure that all assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal moderation will be carried out through standardisation activities including the internal moderation of a minimum of 10% of candidate work across all the groups of students, to include all the assessors. Internal Moderators are also responsible for supporting assessors by offering advice and guidance.

Copies of forms that can be used to record internal moderation activities are available at [www.ocnw.com](http://www.ocnw.com), although centre-devised forms can also be used.

Ascentis External Moderators will confirm the Internal Moderation activities at their visit.

### **External Moderation**

Accredited centres will normally be visited twice a year for external moderation. The focus of the external moderation visits will include:

- Staff development, including guidance and support for all assessors and internal moderators
- Moderation of a proportion of the candidates' evidence
- Confirmation of coverage of all the assessment criteria and units needed for unit certification or the full award
- Ensure that any issues of quality and standards raised during internal moderation or previous external moderation visits have been addressed.
- The opportunity to observe assessed teaching practice, if this is being conducted during the moderation visit.

At the centre visit, the completed assessment tasks for each candidate claiming the award must be made available to the moderator. External Moderators should also be given the opportunity to be present at observed teaching practice sessions, where this is manageable, in order to ensure the appropriateness of feedback to candidates, and consistency across assessors and centre types.



**Unit Specifications**

**UNIT 1 PREPARING TO TEACH IN THE LIFELONG LEARNING SECTOR LEVEL 3 & 4 - Credit Value of Unit 6**

**Introduction**

This unit provides an introduction to some of the key aspects of teaching in the lifelong learning sector including: the role and responsibilities of the teacher, tutor and trainer; inclusive teaching and learning, approaches and session planning; learner motivation and assessment methods and record keeping.

**Learning Outcomes and Assessment Criteria**

Level 3		Level 4	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Assessment Criteria <i>The learner can:</i>	Assessment task section
1 Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Explain own role and responsibilities, and boundaries of own role as a teacher.	1.1 Review own role and responsibilities, and boundaries of own role as a teacher.	1
	1.2 Identify key aspects of relevant current legislative requirements and codes of practice within a specific context.	1.2 Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context.	1
	1.3 Identify other points of referral available to meet the potential needs of learners.	1.3 Review other points of referral available to meet the potential needs of learners.	1
	1.4 Identify issues of equality and diversity, and ways to promote inclusion.	1.4 Discuss issues of equality and diversity, and ways to promote inclusion.	1
	1.5 Explain the need for record keeping.	1.5 Justify the need for record keeping.	1
2 Understand appropriate teaching and learning approaches in the specialist area.	2.1 Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area.	2.1 Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area	2, 3
	2.2 Explain ways to embed elements of functional skills in the specialist area.	2.2 Evaluate a range of ways to embed elements of functional skills in the specialist area	2
	2.3 Justify selection of teaching and learning approaches for a specific session.	2.3 Evaluate the teaching and learning approaches for a specific session	2, 3

Level 3		Level 4	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Assessment Criteria <i>The learner can:</i>	Assessment task section
3 Demonstrate session planning skills.	3.1 Plan a teaching and learning session which meets the needs of individual learners.	3.1 Plan a teaching and learning session which meets the needs of individual learners.	2
	3.2 Justify selection of resources for a specific session.	3.2 Evaluate how the planned session meets the needs of individual learners.	2, 3
		3.3 Analyse the effectiveness of the resources for a specific session.	2, 3
4 Understand how to deliver inclusive sessions which motivate learners.	4.1 Explain ways to establish ground rules with learners which underpin appropriate behaviour and respect for others.	4.1 Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others	1
	4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners.	4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners.	2, 3
		4.3 Explain different methods of giving feedback.	2, 3
	4.3 Explain and demonstrate good practice in giving feedback.	4.4 Demonstrate good practice in giving feedback	2, 3
	4.4 Communicate appropriately and effectively with learners.	4.5 Communicate appropriately and effectively with learners.	2, 3
5 Understand the use of different assessment methods and the need for record keeping.	4.5 Reflect on and evaluate the effectiveness of own teaching.	4.6 Reflect on and evaluate the effectiveness of own teaching making recommendations for modification as appropriate.	3
	5.1 Identify different assessment methods.	5.1 Review a range of different assessment methods	2, 3
	5.2 Explain the use of assessment methods in different contexts, including reference to initial assessment.	5.2 Evaluate the use of assessment methods in different contexts, including reference to initial assessment.	1
	5.3 Explain the need for record keeping in relation to assessment.	5.3 Justify the need for record keeping in relation to assessment.	2, 3

## Indicative Content

- The teacher/tutor/trainer's contractual obligations relating to planning, enabling and assessing learning
- The boundaries of the teacher/tutor/trainer's responsibility and authority
- Key features of relevant legislation and national codes of professional practice: eg equality and diversity, health and safety, DDA
- Points of referral for learners: e.g. learner advice services, learner support services
- Individual learning needs: e.g. learning styles, learning difficulties and/or disabilities
- Learning preferences: e.g. visual, auditory, kinaesthetic
- Inclusive learning and ways to promote inclusion
- Equality and diversity issues
- Learner entitlement
- Systems and procedures of recording information relating to learning and teaching
- Learning and teaching strategies: e.g. small/whole group discussion, question and answer, exposition, demonstration, role-play, games, visits
- Opportunities to embed functional skills in own specialist area.
- Strengths and limitations of learning and teaching strategies in relation to individual and group learning needs
- Barriers to learning: e.g. previous learning experiences, social and personal factors
- Schemes of work: content – e.g. topics, aims and objectives, teaching and assessment methods, resources
- Session plans: content – e.g. aims and objectives, tutor activities, learner activities, assessment methods, resources, timings, strategies for differentiation, opportunities for embedding functional skills
- Learning and teaching resources: e.g. handouts, worksheets, case studies, diagrams and charts, textbooks, journals, range of audio-visual aids, new and emerging technologies
- Strengths and limitations of learning and teaching resources in relation to individual and group learning needs
- Effective learning environments: e.g. health and safety, layout of room, physical comfort (heating, lighting, noise levels) psychological comfort (valuing and respecting individuals, opportunities to participate, ground rules, confidentiality)
- Motivation
- Effective feedback: e.g. identifying strengths and areas for development, focussing on specifics, timing of feedback
- Effective communication: e.g. clear and concise information, clear expression of ideas, listening and responding to learners, questioning techniques, managing discussion, role of audio visual aids, ICT
- Reflection and evaluation: e.g. role of reflection, methods of evaluation, content of evaluations, the importance of learner feedback
- Assessment methods: e.g. multiple choice questions, short answer questions, essays, projects, coursework, examinations, practical activities, observation.
- Types of assessment: initial, diagnostic, formative, summative
- Strengths and limitations of types and methods of assessment in relation to individual and group learning needs

Systems and procedures for recording assessment information: e.g. internal and external requirements, flow of information, learner involvement, confidentiality.

## Assessment

Candidates should complete all sections of the assessment task provided in Appendix 2.

## Tutor Guidance

- 1 The candidate will produce evidence to show that each of the relevant LLUK assessment criteria has been covered and that each of the learning outcomes has been achieved. In addition, all assessment tasks should cover the generic criteria as documented within the assessment and moderation section of this specification.
  - 2 The term 'functional skills' is used in assessment criterion 2.2 to reflect the intended introduction of the new functional skills qualifications for literacy and numeracy and ICT. Until the introduction of the functional skills qualifications, candidates should draw on the core curricula for literacy, numeracy and ESOL.
  - 3 For Section 2 of the assessment task, centres can either use the pro-forma provided in Appendix 4 for the observation and evaluation of peer micro-teaching or develop their own pro-forma. Where an alternative is developed, this should include at minimum the criteria identified in the Ascentis pro-forma.
  - 4 For Section 3 of the assessment task, centres may wish to develop a pro-forma for candidates to use for the evaluation of their own micro-teaching.
  - 5 Descriptors for Level 3 and Level 4 are provided in Appendix 4. Tutors should refer to these during the assessment of candidate work.
-



Summary Record of Achievement

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

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

Centre Name \_\_\_\_\_

Candidate Name \_\_\_\_\_

Ascentis Level 3 Award in Preparing to Teach in the Lifelong Learning Sector			
	Date completed	Assessor signature	Internal moderator signature
Unit 1			

Ascentis Level 4 Award in Preparing to Teach in the Lifelong Learning Sector			
	Date completed	Assessor signature	Internal moderator signature
Unit 1			

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX 2

### Preparing to teach in the Lifelong Learning Sector Levels 3 & 4

#### Assessment Task

In this assessment task, the candidate must demonstrate:

- 1 ability to plan, prepare and deliver a micro-teaching session
- 2 analysis of the role of a teacher / trainer
- 3 reflection on own performance in the teaching role

The assessment task comprises three sections. All sections must be completed.

#### Section 1 – The teaching role

In this section, the candidate will demonstrate understanding of the teaching role, its responsibilities and boundaries. This should include:

- A review of the teaching / training role, explaining its responsibilities and limits;
- A review of the records that must be maintained and the reasons for them;
- A summary of specific legislation that must be complied with / of which teachers must be aware;
- A discussion of equality and diversity issues relevant to a teaching / training situation.

#### Section 2 – Planning, preparing, delivering and providing feedback on a micro-teaching session\*

In this section, the candidate will produce evidence that they have planned, prepared and delivered a 15 minute micro-teaching session to a minimum of six people. The evidence should include:

- a session plan for the 15 minute micro-teaching session
- a rationale for the session plan
- any learning materials produced for the session
- tutor feedback
- feedback from 3 peers

*\*If the candidate is already engaged in real teaching practice, this can be used to meet the requirements for micro-teaching and assessed observation.*

#### Section 3 – Reflection and evaluation

In this section, the candidate will evaluate the micro-teaching session that was delivered, using their reflections on the experience and feedback from tutors and peers to identify key strengths and areas for development.

The issues that should be addressed are:

- 1 planning and preparation
- 2 teaching and learning strategies
- 3 resources
- 4 assessment methods and feedback

Reflection is a complex issue but there are two important strands:

- 1 Reflective learning  
The systematic analysis of what an individual learns, concerning the content, the learning process, that factors that affect learning.
- 2 Reflective practice  
The systematic analysis of what, why and how an individual teaches; asking questions and seeking to improve professional practice.

The following questions will prompt the candidate to engage in appropriate reflective practice:

- What happened? (Describe two or three key features of the session)
- How did I feel? (Thoughts / feelings both at the time and afterwards)
- What went well and why?
- What could have been improved and how?
- What have I learned from this experience?
- What else could I have done?
- What can I do next time?

**Rationales/analysis/discussions/evaluations/reflections must be appropriately referenced using the Harvard bibliographical referencing system.**



## APPENDIX 3

### Ascentis Award in Preparing to Teach in the Lifelong Learning Sector

#### Observed micro-teaching report

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Topic:** \_\_\_\_\_ **Duration:** \_\_\_\_\_

<b>Planning &amp; preparation</b>	<b>Yes</b>	<b>No</b>	
Clarity & content of lesson plan			
Clarity of learning outcomes			
Teaching & learning resources			
Learning environment			
<b>Delivery</b>	<b>Yes</b>	<b>No</b>	
Clear introduction to session			
Clarity of communication			
Appropriate strategies			
Evidence of inclusivity			
Application of subject knowledge			
Effective time management			
Clear conclusion to session			
<b>Assessment &amp; feedback</b>	<b>Yes</b>	<b>No</b>	
Relevant to topic			
Relevant to group			
Relevant methodology			

#### Summary review

<b>Strengths</b>	<b>Areas for development</b>

**Name of observer:** \_\_\_\_\_ **Status of observer:** \_\_\_\_\_

**Observer signature:** \_\_\_\_\_ **Candidate signature:** \_\_\_\_\_

<b>QCF level descriptor extract Level 3 – 4</b>				
<b>Level</b>	<b>Summary</b>	<b>Knowledge and understanding</b>	<b>Application and action</b>	<b>Autonomy and accountability</b>
3	Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</p> <p>Interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature of the area of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study of work.</p>	<p>Address problems that, while well defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and chosen actions have been.</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility of supervising or guiding others.</p> <p>Exercise autonomy and judgement within limited parameters.</p>
<b>Level</b>	<b>Summary</b>	<b>Knowledge and understanding</b>	<b>Application and action</b>	<b>Autonomy and accountability</b>
4	Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.	<p>Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine.</p> <p>Analyse, interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature and approximate scope of the area of study or work.</p> <p>Have an informed awareness of different perspectives or approaches within the area of study of work.</p>	<p>Address problems that are complex and non-routine while normally fairly well defined.</p> <p>Identify, adapt and use appropriate methods and skills.</p> <p>Initiate and use appropriate investigation to inform actions.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>	<p>Take responsibility for courses of action, including, where relevant, responsibility for the work of others.</p> <p>Exercise autonomy and judgement within broad but generally well-defined parameters.</p>

QCA (2007) *Level Descriptors for positioning units in the Qualifications and Credit Framework tests and trials* (Version 2) London. QCA

Level 3 descriptors	Level 4 descriptors
<p><b>By the end of the programme, candidates will be able to demonstrate:</b></p>	<p><b>By the end of the programme, candidates will be able to demonstrate:</b></p>
<p>Awareness of the relationship between theory and practice</p> <p>Awareness of key concepts and principles in their area of study</p> <p>Application of their knowledge and understanding of key concepts and principles to personal and professional practice</p> <p>Evidence of reading</p> <p>Development of academic writing skills</p> <p>Clear expression of ideas and arguments</p> <p>Awareness of the Harvard bibliographical referencing system</p> <p>Effective communication of information and arguments to a range of audiences</p> <p>Accurate use of grammar, punctuation and spelling</p> <p>Evidence of commitment to working within a professional value base</p>	<p>The relationship between theory and practice</p> <p>Evaluation of key concepts and principles in their area of study</p> <p>Application of their knowledge and understanding of key concepts and principles to personal and professional practice</p> <p>Evidence of reading and research</p> <p>Concise, precise academic writing showing evidence of planning</p> <p>Clear formulation of ideas and arguments</p> <p>Utilisation of the Harvard bibliographical referencing system</p> <p>Effective communication of information and arguments to a range of audiences</p> <p>Accurate use of grammar, punctuation and spelling</p> <p>Analysis of and reflection on concepts and evidence to support a particular point of view</p> <p>Evidence of commitment to working within a professional value base</p>



**Cover Sheet for the Submission of Assignment Tasks for Qualifications within the Teacher Training and Related Qualifications for approval by Ascentis**

<b>Qualification Title</b>	
<b>Qualification Subject Code</b>	<b>Qualification Level</b>
<b>Title of the Assessment tasks</b>	
<b>Centre Name</b>	
<b>Name of Coordinator</b>	
<b>Signature of Coordinator</b>	<b>Date</b>

Please enclose the assignments for approval together with this cover sheet and return to Helen Butler, Clerical Assistant Operations, Ascentis, West Lodge, Quernmore Road, Lancaster, LA1 3JT. Within each assignment mapping of the tasks to the assessment criteria must be included and the assessment tasks should cover all the assessment criteria of the unit at a particular level.

Please list in the box below any additional information that you may wish to give in support of this submission. (You may attach a separate sheet)

<b>Additional information in support of the submission</b>
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<p><b>For Ascentis use only</b></p> <p>Approved      YES      <input type="checkbox"/>      NO      <input type="checkbox"/>      Referred      <input type="checkbox"/></p> <p><b>Ascentis Quality Manager Signature</b></p> <p><b>Date</b></p>
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