



Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) Candidate guidelines

The CIEH Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) will introduce you to the knowledge and skills required to develop and deliver programmes, provide learning support and take responsibility in managing the learning process in post-16 education, as described in the syllabus. This qualification meets the minimum standard for all those in or entering teaching in lifelong learning sector.

The qualification has been accredited onto the Qualifications Credit Framework (QCF) and is mapped to the Lifelong Learning UK (LLUK) mandatory unit, which relates to the National Occupational Standards (NOS) 'Professional standards for teachers, tutors and trainers in the lifelong learning sector'.

On achieving this qualification, you may progress onto a Level 4 Award in Preparing to Teach in the Lifelong Learning Sector

(PTLLS), a Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) or the Diploma in Teaching in the Lifelong Learning Sector (DTLLS).

The training programme is delivered by registered centres and trainers and consists of at least 30 hours of training time, with an additional 30 hours for assimilation, consolidation and assignment planning, development and submission.

To be successful in the assessment, you must submit three assignments, one of which involves delivering a micro-teach session and observing four others.

Assignments are first marked by the trainer and then moderated and, if necessary, second marked by the CIEH. Candidates will be awarded a pass or fail grade.

Successful candidates will be able to:

- understand their own role, responsibilities and boundaries of role in relation to teaching
- understand appropriate teaching and learning approaches within a specialist area
- demonstrate their session planning skills – plan, deliver, observe and evaluate a micro-teach session
- understand how to deliver inclusive sessions that motivate learners
- understand the use of different assessment methods
- understand and analyse the need for accurate record keeping and procedures that can be adopted – including internal and external assessment information.

The programme is ideal for:

- those entering teaching or training roles
- those already in service who need the minimum threshold status as a teacher or trainer within a further education college, adult and community learning centre, or work-based learning or training provider organisation
- environmental health practitioners and others wishing to register to deliver CIEH vocationally-related qualifications in the publicly-funded sector.

Syllabus

A Role and responsibilities

Candidates should understand their own role, responsibilities and boundaries of role in relation to teaching and be able to:

- i Identify teacher roles and teacher-related roles as recognised by the lifelong learning sector.
- ii Understand the responsibilities of teachers and those who have an effect on their work.
- iii Identify key aspects of relevant current legislative requirements, codes of practice and professional standards.
- iv Recognise the importance of matching the teaching material to the needs of the learners.
- v Identify issues of equality and diversity, and ways to promote inclusion.
- vi Explain the need for record keeping and procedures that can be adopted.

B Learning styles and preferences

Candidates should understand appropriate teaching and learning approaches in the specialist area and be able to:

- i Identify and demonstrate relevant approaches to teaching and learning, in relation to the specialist area.
- ii Explain ways to embed elements of functional skills in the specialist area.
- iii Recognise factors that influence learning and use a simple but effective structure for identifying and accommodating different learning preferences in any teaching situation.
- iv Understand how learners have preferences for receiving and assimilating information.

C Teaching planning skills

Candidates should demonstrate their session planning skills and be able to:

- i Identify appropriate learning outcomes for a specific teaching group.
- ii Design teaching sessions by carrying out effective planning and preparation that takes account of the needs of the learners.
- iii Select different and diverse teaching resources for a specific session.

D Teaching styles and communication

Candidates should understand how to deliver inclusive sessions that motivate learners and be able to:

- i Explain ways to establish ground rules with learners, which underpin appropriate behaviour and respect for others.
- ii Use a variety of different ways of communicating information and making teaching more accessible and interesting to learners.
- iii Explain and demonstrate good practice in giving feedback to learners to ensure a process of continuous improvement.
- iv Communicate appropriately and effectively with learners.
- v Evaluate teaching to ensure a process of continuous improvement.

E Teaching assessment

Candidates should understand the use of different assessment methods and the need for record keeping and be able to:

- i Understand a variety of different ways of assessing the effectiveness of teaching and measuring results.
- ii Explain the use of assessment methods in different contexts, including reference to initial assessment.
- iii Explain procedures for recording internal and external assessment information.

Assignments

Assignment 1

Produce a plan for a 25–30-minute micro-teach session. It must include:

- an indication of how the session relates to a full teaching programme
- the nature of the target group
- the learning outcomes
- a selection of teaching and learning approaches to engage and motivate learners
- an appropriate method of testing that learning has occurred.

In delivering the micro-teach session, you must demonstrate your ability to:

- set the scene for effective learning
- communicate appropriately and effectively with learners
- give feedback to learners.

You will obtain feedback from your peers and trainer, and complete a self-evaluation to reflect on and review the effectiveness of your micro-teach session.

Assignment 2

Write a concise summary (approximately 1,200 words) to demonstrate your understanding of your role and responsibilities as a teacher in relation to:

- your responsibilities and those of others who have an effect on your work
- legislation – how it might impact on your area and context of teaching
- equality, diversity and inclusion – in what ways you can integrate these principles into your teaching
- internal and external assessment requirements – what requirements you need to follow in this area
- keeping records – what records you need to keep and why.

Assignment 3

1. Review a teaching session that you recently delivered (this may or may not be the training session delivered as part of your PTLLS training programme) and describe:
 - the teaching and learning approaches used
 - the effectiveness of learning that took place
 - areas where you could improve your teaching.
2. Describe how you would extend this teaching session into a full teaching programme.
3. Produce two further session plans from the teaching programme. They must include:
 - an indication of how the session relates to a full teaching programme
 - the nature of the target group
 - the learning outcomes
 - a selection of teaching and learning approaches to engage and motivate learners
 - an appropriate method of testing that learning has occurred
 - an indication of where functional skills can be embedded into the teaching programme.

Overview

All CIEH-registered trainers work in accordance with the CIEH Trainers' Charter. As part of your pre-course information, you should receive a copy of the CIEH Candidate Charter, which outlines the standards of commitment that can be expected of all CIEH-registered centres, trainers and staff to assist you in your learning. If during your programme you are unclear about how well you are learning or what is required, you should speak to the trainer as soon as possible so that you can receive further assistance.

The centre will also provide you with contact details of a mentor (who may or may not be the trainer) who will have

Before the programme

If you have received this information before commencing the training programme, you may have the opportunity to do some preparation. It is probably best to ask the person who booked you onto the programme to find out if any preparation is necessary. However, it is always worth speaking to a line manager, if you have one, about what you want to get out of the training – apart from the qualification, of course! If you do not have a line manager, you could try speaking to the trainer or centre organisation directly, and/or your mentor.

In any event, take some time to think through your objectives for undertaking the training and what you want to achieve.

An individual learning plan (ILP) should be mutually agreed between you and the trainer. It should include, where appropriate:

- review and completion dates
- a schedule for any mentoring sessions
- targets for improving functional skills in English, maths and ICT, if necessary
- opportunities for learning support services.

Please notify your trainer/centre immediately if there are any changes in circumstances or if you have any special requirements for support.

It is a requirement of Lifelong Learning UK (LLUK) that an initial assessment of candidates takes place. Centres are required to provide support in the areas identified by the initial assessment, such as functional skills in English, maths and ICT. Initial assessment of English and maths is incorporated into the training programme.

knowledge and experience of teaching or training in the lifelong learning sector and be able to provide you with any guidance and advice you need.

Whether you are used to studying and/or completing assignments or not, you should spend a few minutes reading through these notes carefully. If there is anything you do not understand, you should ask your trainer for advice.

Try to remember that the purpose of the training programme and assignments is to help you be more effective when you are teaching.

During the programme

The CIEH Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) is delivered over a minimum period of 30 training hours (including the micro-teach) so there is plenty of time to develop your understanding.

If you experience any difficulties understanding the material or subjects being presented, talk to your trainer as soon as you can. It is probably best to discuss problems at the end of the training day or during one of the breaks, although you should also feel free to raise questions at any time during any of the training sessions.

Most programmes will either be accompanied by session notes or by a course book. It is good practice to take your own notes so that you can look back and reflect on the discussions and learning points. Make sure that you record the conclusions during group work or activities, even if someone else volunteers to give the feedback.

If your trainer gives work to be done between sessions – i.e. homework – always make sure you attempt to complete it, as it will give you a chance to check your understanding.

Programme information

1 Programme structure

- 1.1 This is a six-credit qualification, indicating 60 hours of learning. The CIEH training programme must cover the syllabus in a minimum contact time of 30 hours. Contact time is the time taken to deliver the actual training and does not include independent assignment work, refreshment breaks, revision and preparation time or 'mock' assessments.
- 1.2 The programme for PTLLS is divided into two parts:

Part 1 concludes with a micro-teach session, which is assessed

Part 2 concludes the training and prepares you for two further assignments.

Candidates enrolled for PTLLS will complete both Part 1 and Part 2.

Candidates converting from the CIEH Professional Trainer Certificate (PTC) or the CIEH Level 3 Award in Training Skills and Practice (TSP) will complete Part 2 only.
- 1.3 Trainers may structure the programme to suit learners' needs. However, the training programme must cover the whole syllabus.
- 1.4 In addition to the training, you are required to prepare and present a micro-teach session (Assignment 1) at the end of Part 1 and to submit two written assignments (Assignments 2 and 3), set by the CIEH, within six calendar months of the date of your first attempt at Assignment 1. If you require more than six calendar months to complete all three assignments, the centre must make a request for special consideration.
- 1.5 You will be supported by the trainer throughout the programme and provided with as many opportunities as possible for participation. This will include observations, demonstrations and individual and group activities.
- 1.6 You must complete at least 80 per cent of the programme to be eligible to complete the assignments.

2 Undertaking the assignments

- 2.1 You are required to complete and pass all three assignments.
- 2.2 You should be provided with assignment details and Candidate Assessment Records (CARs) at an early stage of the programme, and a session on undertaking and completing assignments must form part of the training programme.
- 2.3 The trainer will provide support while you are preparing your assignments and can provide feedback on up to two drafts before submission to the CIEH.

- 2.4 For Assignment 1, you must deliver a 25–30-minute micro-teach to a group of at least four peers, not including the trainer. Prior to delivering the micro-teach session, you should distribute a Peer Assessment Form (PAF) to each of the four observers identified by the trainer. The trainer will observe and assess you delivering the micro-teach session using the performance criteria listed on the CAR.

When you have delivered the micro-teach session, the trainer will gather in the PAFs. The trainer will then provide verbal feedback on your performance and give you the PAFs. The feedback you receive should be helpful, constructive and positive and indicate areas where further improvement could be made. You will then complete a Self-Evaluation Form (SEF) to assess your own performance in delivering the micro-teach and to record your views on the value of the peer assessments you received and of conducting peer assessments for other candidates.

When the SEF is complete (after you have peer assessed four other candidates' micro-teach sessions), you should complete the relevant sections on the front page of the CAR, sign the authentication statement and give the trainer your session plan, the four PAFs related to your micro-teach session and your SEF. The trainer will then complete the CAR and submit this together with the session plan, four PAFs and SEF to the CIEH for the results to be processed.

- 2.5 If the cohort comprises fewer than five candidates, the trainer will need to arrange for other observers to be present for the micro-teach sessions. It will be incumbent on the trainer to explain to the observers the purpose of the micro-teach session and provide guidance on how to complete the PAF. Also, as you will not be able to perform assessments of the micro-teach sessions of four peers, the trainer will arrange for you to observe other appropriate teaching sessions. If, for any reason, it is not possible for you either to have four observers for your micro-teach session or to observe four micro-teach, or alternative teaching, sessions, the trainer must complete a 'Request for special consideration'.
- 2.6 The micro-teach assessment may be observed by a CIEH-appointed External Verifier (EV).
- 2.7 Assignment 2 is a written assignment (approximately 1,200 words) focused on the role and responsibilities of the teacher, and Assignment 3 is a written assignment (no word limit) that asks you to review a teaching session and develop two more session plans.
- 2.8 Trainers can provide feedback to candidates on up to two drafts of the assignments before submission to the CIEH. Trainers should indicate, on the assignment history page of the relevant CAR, the type and level of feedback provided.

3 Assessment

- 3.1 You must achieve a pass in all three assignments to be awarded a CIEH Level 3 Award in Preparing to Teach in the Lifelong Learning Sector.
- 3.2 If, for any reason, you do not achieve a pass grade, you will be referred. You will be given one opportunity to retake the assignment(s) within two months of the date of the results letter.

If you do not resubmit within this two-month period, or fail your second attempt, and still wish to achieve the CIEH Level 3 Award in Preparing to Teach in the Lifelong Learning Sector, you will be required to complete the whole programme again, including retaking the micro-teach assessment and resubmitting the two written assignments.
- 3.3 If you pass Assignment 1 and either choose not to resubmit Assignments 2 and 3 or fail these assessments on resubmission, you will be awarded the CIEH Level 3 Award in Training Skills and Practice.
- 3.4 The CIEH regrets that it cannot give results to individual candidates.
- 3.5 In the event that you are dissatisfied with the result(s), there is an appeals procedure and you should go through the trainer/centre to appeal.

4 After the assessment

- 4.1 It will take approximately eight weeks for the centre to receive your results.

If you are successful, you will have achieved the minimum standard set by the lifelong learning sector, and the knowledge and skills required, to enable you to enter the teaching, learning and development sector.
- 4.2 You will need to keep your knowledge, skills and experience up to date on a regular basis.
- 4.3 You may also be eligible to apply to become a CIEH-registered trainer to deliver vocationally-related qualifications – provided you have the relevant subject/ industry knowledge and work experience.

Please contact Customer Services on 020 7827 5800 or visit the CIEH website www.cieh.org/training for more information.
- 4.4 Finally, be aware that you need to store the certificate safely since you may require it for verification purposes in the future – for example if registering to become a CIEH-registered trainer.

We hope that you will find this information helpful and we wish you good luck in your current studies and in your future teaching career.

If you have any queries regarding aspects of the information provided in these guidelines, please contact your registered trainer or training centre.



Chartered
Institute of
Environmental
Health

Customer Services

Chartered Institute of Environmental Health
Chadwick Court, 15 Hatfields, London SE1 8DJ

Telephone 020 7827 5800 (Option 1)

Email customerservices@cieh.org **Web** www.cieh.org/training