



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

Centre and trainer guidelines

The CIEH Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) meets the minimum standard for all those in or entering teaching in the lifelong learning sector. Completing this award will equip candidates with 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.

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 'Professional standards for teachers, tutors and trainers in the lifelong learning sector'.

On achieving this qualification, candidates 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, candidates 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

Candidates are required to 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, candidates must demonstrate their ability to:

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

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

Assignment 2

Candidates are required to write a concise summary (approximately 1,200 words) of the role and responsibilities of teachers in relation to:

- their responsibilities and those of others who have an effect on the work of teachers
- legislation – how it might impact on their area and context of teaching
- equality, diversity and inclusion – in what ways these principles can be integrated into teaching
- internal and external assessment requirements – what requirements need to be followed in this area
- keeping records – what records need to be kept and why.

Assignment 3

Candidates are required to review a teaching session that they have recently delivered (this may or may not be the teaching session delivered as part of the PTLLS programme) and describe:

- the teaching and learning approaches used
- the effectiveness of learning that took place
- areas where they could improve their teaching.

Candidates must describe how they would extend this teaching session into a full teaching programme.

They should produce two further session plans from the teaching programme, which 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.

Programme information

1 Entry requirements

1.1 There are no formal entry requirements for this qualification and there are no barriers to restrict access to any candidate. It is, however, the centre's responsibility to assess a candidate's suitability for the programme by making sure that he/she:

- is capable at the end of the programme of meeting the professional standards set by LLUK
- can communicate through both written and spoken word sufficiently to meet the assessment criteria
- has up-to-date and relevant subject knowledge and experience
- does not have any criminal convictions that restrict him/her from working in a teaching role and has undertaken a CRB check if he/she is likely to come into contact with children or vulnerable adults.

Centres must also ensure that the candidate's identification has been checked in line with Ofqual requirements (see the *CIEH Procedure Manual*).

1.2 It is a requirement of LLUK that an initial assessment of candidates takes place.

Trainers are, therefore, required to carry out an initial assessment of candidates' suitability for the programme and to provide support in areas of weakness identified by this assessment, such as skills in literacy, numeracy and ICT.

Outcomes from the initial assessment should be recorded on the candidate's individual learning plan (ILP), which the trainer should agree with each PTLLS candidate prior to or at the start of the course (an example of an ILP is included in the CIEH training pack). Centres are required to keep a record of the trainers' assessments of candidates' suitability for the programme for three years.

Initial assessment of English must take place at the start of the course and is incorporated into the first session of Part 1 for candidates on the five-day programme and again at the beginning of Part 2 for candidates converting from the CIEH Professional Trainer Certificate (PTC) or CIEH Level 3 Award in Training Skills and Practice (TSP) to PTLLS.

Activity sheets to support this assessment are included in the *Trainers' Notes* manual.

Candidates will complete the initial assessment of numeracy as part of the course programme. The use of the DfES standard initial assessment tools are recommended. These materials can be downloaded from the Tools Library on the Learning and Skills Improvement Service Excellence Gateway website (www.excellencegateway.org.uk/toolslibrary). Alternatively, you may prefer to use your own organisation's initial assessment tools.

1.3 Candidates who have previously undertaken and passed the CIEH PTC or TSP, and have been practising their training/teaching skills, can have their prior learning accredited towards the CIEH PTLLS qualification, as these have been mapped to the LLUK legacy tariff.

These candidates will not be required to complete Assignment 1 (micro-teach) but will need to complete Assignments 2 and 3. A copy of the candidates' PTC or the TSP certificate is required to verify their prior achievement.

If candidates are not able to produce a copy of their original PTC or TSP certificate, the centre may apply for a replacement certificate (see 'Procedure for the management of certificates' in the *Procedure Manual* for details). A replacement certificate must be secured before the candidate undertakes training for the PTLLS award.

These candidates must also submit evidence of delivering at least one successful course within six months prior to the start of the training programme. Evidence may take the form of a letter of verification from a client or a set of course evaluation sheets.

2 Pre-course information

2.1 It is the centre's responsibility to provide guidance and advice to candidates prior to the commencement of the programme (see 'Procedure for training delivery' in the *Procedure Manual*).

2.2 An ILP should be mutually agreed between the trainer and the candidate. It should include, where appropriate:

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

2.3 Centres must ensure that all candidates are provided with the contact details of a mentor, who may or may not be the trainer. If it is not the registered trainer, it must be someone with the knowledge and experience of teaching or training in the lifelong learning sector.

2.4 Candidates and trainers should be aware that, in the event that they are dissatisfied with the result(s), the appeals procedure can be invoked (see 'Procedure for candidate appeals' in the *Procedure Manual*).

3 Programme structure

- 3.1 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.
- 3.2 The programme for PTLLS is divided into two parts:
- Part 1 concludes with a micro-teach session, which is assessed
 - Part 2 concludes the programme and prepares the candidates for two further assignments.
- Candidates enrolled for PTLLS will complete both Part 1 and Part 2.
- Candidates converting from PTC or TSP will complete Part 2 only.
- 3.3 Trainers may structure the programme to suit their learners' needs. However, the training programme must cover the whole syllabus.
- 3.4 In addition to the training, candidates 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 their first attempt at Assignment 1. If a candidate requires more than six calendar months to complete all three assignments, the centre must make a request for special consideration (see 'Procedure for special consideration' in the *Procedure Manual*).
- 3.5 If there are more than 12 candidates to be assessed for the micro-teach session, it is expected that centres internally verify across groups to ensure equity in assessment.
- 3.6 Candidates must be given as many opportunities as possible for participation, and this will include observations, demonstrations and individual and group activities.
- 3.7 Candidates must complete at least 80 per cent of the programme to be eligible to complete the assignments. Trainers should submit a request for special consideration where circumstances have prevailed that have prevented a candidate from attending 80 per cent of the programme (see 'Procedure for special consideration' in the *Procedure Manual*).
- 3.8 Candidates must pass Assignment 1 and complete Assignments 2 and 3 before all three Candidate Assessment Records (CARs) are submitted to the CIEH. Although a six-month period is allowed for the completion of Assignments 2 and 3 after the candidates' first attempt at Assignment 1, it is recommended that the trainer sets a deadline for submission of Assignments 2 and 3 soon after the completion of the training programme.

- 3.9 Candidates must achieve a pass in all three assignments to receive the award.
- 3.10 Candidates have one opportunity to resubmit any of the assignments within two calendar months of the date of the results letter. Candidates who do not resubmit within this two-month period, or fail at their second attempt, and still wish to achieve the PTLLS qualification, will be required to complete the whole programme again and pass all three assignments.
- 3.11 Candidates who pass Assignment 1 and either choose not to resubmit Assignments 2 and 3 or fail these assessments on resubmission, will be awarded the CIEH Level 3 Award in Training Skills and Practice.

4 Administrative procedures

- 4.1 To receive Candidate Assessment Records (CARs), centres must place their order with Sales at the CIEH at least 28 days prior to the start of the programme, stating the date and venue of the micro-teach assessment.
- Orders can be placed by:
- phone** – 020 7827 5900
- post** – by completing the appropriate order form and returning this to Sales, CIEH, Chadwick Court, 15 Hatfields, London SE1 8DJ
- (this form can be downloaded from the CIEH website at www.cieh.org)
- email** – sales@cieh.org
- 4.2 Changes to the order can be made in writing up to 15 days prior to the micro-teach assessment date. If changes to the order are made 14 days or less prior to the micro-teach assessment date, order fees will be incurred.
- 4.3 CARs will be dispatched to centres 14 days prior to the micro-teach assessment date. If you do not receive them, contact Sales on 0207 827 5900 or email sales@cieh.org as a matter of urgency.
- 4.4 The conduct of the assessments is the responsibility of the trainer (see 'Procedure for examination and assessment' in the *Procedure Manual*).
- 4.5 Special assessment arrangements can be made to assist candidates who have learning difficulties or for candidates for whom English is not a first language (see 'Procedure for reasonable adjustment' in the *Procedure Manual*).
- 4.6 The CIEH must be notified of any changes in circumstance immediately (see 'Procedure for special consideration' in the *Procedure Manual*). Trainers must complete a 'Request for special consideration' form and additional charges may be incurred.
- 4.7 When the candidates have completed the micro-teach and two written assignments, these must be submitted, together with the associated CARs, to the CIEH to be moderated.

Insofar as possible, centres should submit CARs together with the completed assignments for the whole cohort as one batch for processing by the CIEH. If, however, some candidates are late submitting Assignments 2 and 3 for assessment, then it may be necessary (so as not to disadvantage those candidates who have met the submission deadline) to send multiple batches for the same cohort.

If a candidate fails to complete all three assignments within the six-month period and would like to request an extension, the centre should submit a 'Request for special consideration'.

If a candidate completes and passes Assignment 1 only and decides not to proceed with Assignments 2 and 3, the centre may submit the CAR for Assignment 1 together the blank CARs for Assignments 2 and 3 and a request that the candidate be awarded a CIEH Level 3 Award in Training Skills and Practice.

- 4.8 It is the responsibility of centres to ensure that the Assessment Results Sheets (ARs) and the CARs have been completed properly and to keep a copy on file. Centres are also advised to keep a copy of the candidates' assignments. Documents submitted for assessment cannot be returned to the centre or candidate.
- 4.9 Centres should send the completed CARs, ARs and assignments to Examination Services at the CIEH. Ensure the package is wrapped securely. It is recommended use special delivery.
- 4.10 The CIEH will not accept responsibility for the assessments and assignments until they are received by Examination Services.
- 4.11 The results for each assignment take approximately six to eight weeks to process, however the moderation for each assessment can run concurrently.

Results will be processed as a complete batch with all three assignments attached. If all three assignments are passed, the candidate's certificate will be sent directly to the centre.

- 4.12 On receipt of the certificates, the trainer should check they are correct. They should then be signed by the Course Director and dispatched to the candidates. Any incorrect certificates should be crossed through and returned to Examination Services with the replacement certificate order form detailing the error (this form can be downloaded from the CIEH website at www.cieh.org).

- 4.13 The CIEH regrets that it cannot give results to individual candidates.

- 4.14 Candidates should be made aware of the need to store the certificate safely since they may require it for verification purposes in the future.

- 4.15 Replacement certificates are available in the event of loss or damage, but there is a fee payable. Centres must apply using the appropriate form (this form can be downloaded from the CIEH website at www.cieh.org).

5 The assignments

- 5.1 Each candidate is required to complete and pass all three assignments.
- 5.2 The CARs should be provided to candidates at an early stage of the programme, and a session on undertaking and completing assignments must form part of the training programme.
- 5.3 Trainers will need to provide support for candidates while they are preparing their assignments.
- 5.4 For Assignment 1, candidates 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 the candidate should distribute a Peer Assessment Form (PAF) to each of the four observers identified by the trainer. The trainer will observe and assess the candidate delivering the micro-teach session using the performance criteria listed on the CAR.

When the candidate has delivered the micro-teach session, the trainer should gather in the PAFs. The trainer should then provide verbal feedback on the performance of the candidate and give him/her the PAFs. The candidate will then complete a Self-evaluation Form (SEF), which asks the candidate to assess his/her own performance in delivering the micro-teach and to record his/her views on the value of the peer assessments he/she received and of conducting peer assessments for other candidates.

When the SEF is complete (after the candidate has peer assessed four other candidates' micro-teach sessions), the candidate should complete the relevant sections on the front page of the CAR, sign the authentication statement and give the trainer the session plan, the four PAFs related to his/her micro-teach session and his/her own 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.

- 5.5 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 candidates will not be able to perform assessments of the micro-teach sessions of four peers, the trainer should arrange for candidates to observe other appropriate teaching sessions. If, for any reason, it is not possible for the candidate either to have four observers for his/her micro-teach session or to observe four micro-teach, or alternative teaching, sessions, the trainer must complete a 'Request for special consideration' (see the 'Procedure for special consideration' in the *Procedure Manual*).
- 5.6 The micro-teach assessment may be observed by a CIEH-appointed External Verifier (EV). The EV will contact the centre to give notice of when he/she will observe the micro-teach assessment. The EV will provide support, guidance and written feedback to the trainer and observe and verify a sample of his/her assessments. The EV will also provide a feedback report to the CIEH.
- 5.7 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 candidates to review a teaching session and develop two further session plans.
- 5.8 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.
- 5.9 Assignments must be assessed using the performance criteria detailed on the relevant CAR. This will ensure that candidates are marked consistently.
- 5.10 Trainers must provide feedback on the CAR. Feedback should be helpful, constructive and positive and indicate areas where further improvement could be made. Please note: it is imperative that the trainer completes the 'Trainer comments' section with sufficient detail to aid the moderators in their task of standardising assessments. CARs submitted to Examination Services without trainers' comments will be returned to the centre for completion.
- 5.11 For candidates converting from the PTC or TSP to PTLLS, the trainer must fill in the CIEH PTC or TSP certificate number on the front of the CAR for Assignment 2.
- 5.12 Candidates must achieve a pass grade on each assignment.
- 5.13 The trainer must record assessment results on the ARS and forward a copy of the completed ARS with each batch of assignments to Examination Services.
- 5.14 The trainer and candidate must sign the verification statement on the front of each CAR.

6 Resources

- 6.1 In order to fulfil the micro-teach session, candidates are required to utilise a range of different teaching resources, and centres will need to ensure that an appropriate range is available, for example:
- flipchart, coloured pens etc.
 - whiteboard
 - ICT – PowerPoint, access to the internet, printing/ photocopying facilities
 - materials to produce handouts
 - *realia* – i.e. items brought in from real contexts.

This list is neither compulsory nor exhaustive.

- 6.2 The DfES standard initial assessment tools (comprising four booklets: *Literacy: Initial Assessment – Learner Answer Booklet*, *Literacy: Initial Assessment – Assessor Guide and Learner Answer Booklet*, *Numeracy: Initial Assessment – Learner Answer Booklet* and *Numeracy: Initial Assessment – Assessor Guide and Learner Answer Booklet*) can be downloaded from the Tools Library on the Learning and Skills Improvement Service Excellence Gateway website (www.excellencegateway.org.uk/toolslibrary).
- 6.3 Other resources that are available from the CIEH for both trainers and candidates include:
- Trainers' Notes manual
 - course book entitled *Preparing to Teach – The first steps*
 - CIEH website – www.cieh.org/training.



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