



THE TEACHER TRAINING ACADEMY

A Newbubbles Company

PTLLS

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

- Levels 3 & 4 -

COURSE HANDBOOK

Accredited by NCFE

*"I think the teaching profession contributes more to the future of our
society than any other single profession".*

John Wooden, Sports Coach and Speaker

COURSE DIRECTOR AND LEAD TUTOR

PAUL TULLY BSC, MSC, PgDIP, PGCE, DIP STRESS

Paul is principal consultant for Newbubbles Ltd and editor of its termly Grade 1 Journal. He has worked as a teacher trainer, staff development manager, quality manager, head of department and consultant in further education colleges for the last 15 years. His improvement programmes in FE colleges have consistently raised teaching performance from grade 3 to grade 2 and from grade 2 to grade 1. In one year, he moved one FE College from the 50th to the 90th percentile (99% pass rate) for A-level performance. He currently leads on the PGCE programme at Northbrook College, and is studying for a PhD in Education at the University of Brighton.



CONTACT LIST

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GENERAL INFORMATION

Course Title:	NCFE Award in Preparing to Teach in the Lifelong Learning Sector 12 credits
Course Duration:	6 weeks
Venue:	John Pounds Centre, 23 Queen Street, Portsea, Portsmouth, Hampshire. PO1 3HN
Class Time:	Tuesdays, 09.30-13.00 You are expected to put in a minimum of 5 hours per week extra study.
Attendance:	Students are expected to attend all six sessions to complete the course successfully. If you know you will be absent for a session, please contact 0844 4145646 and let us know.
Award Body:	Northern Council for Further Education (NCFE) http://www.ncfe.org.uk/
Resources	Students will be able to use the on-site library to assist with their studies and assignments, and our support page on our website at www.newbubbles.com > Teacher Training Academy
Core Textbook	We recommend all students refer to Bradley Lightbody's textbook: Outstanding Teaching & Learning 14-19.
Course Assessment:	You do not need to be in a teaching role to achieve this qualification. You will be asked to complete several written assessments and a 15 minute microteach presentation. Assessments should be handed into the course tutor on the set date.
Newbubbles Portsmouth Address	Our operational address in Portsmouth is: 47 Chichester Road, North End, Portsmouth, HANTS. PO2 0AB

QUALIFICATION AIMS

The NCFE Level 3 and Level 4 Awards in Preparing to Teach in the Lifelong Learning Sector is an introductory teaching qualification. Both qualifications have the same aim: to prepare learners for teaching in a wide range of contexts and does not require learners to be teaching.

The Level 3 qualification is appropriate for learners who:

- have not studied for some time;
- do not have a Level 3 qualification already
- have no plans to continue their teaching studies beyond this qualification
- want to teach on an occasional basis

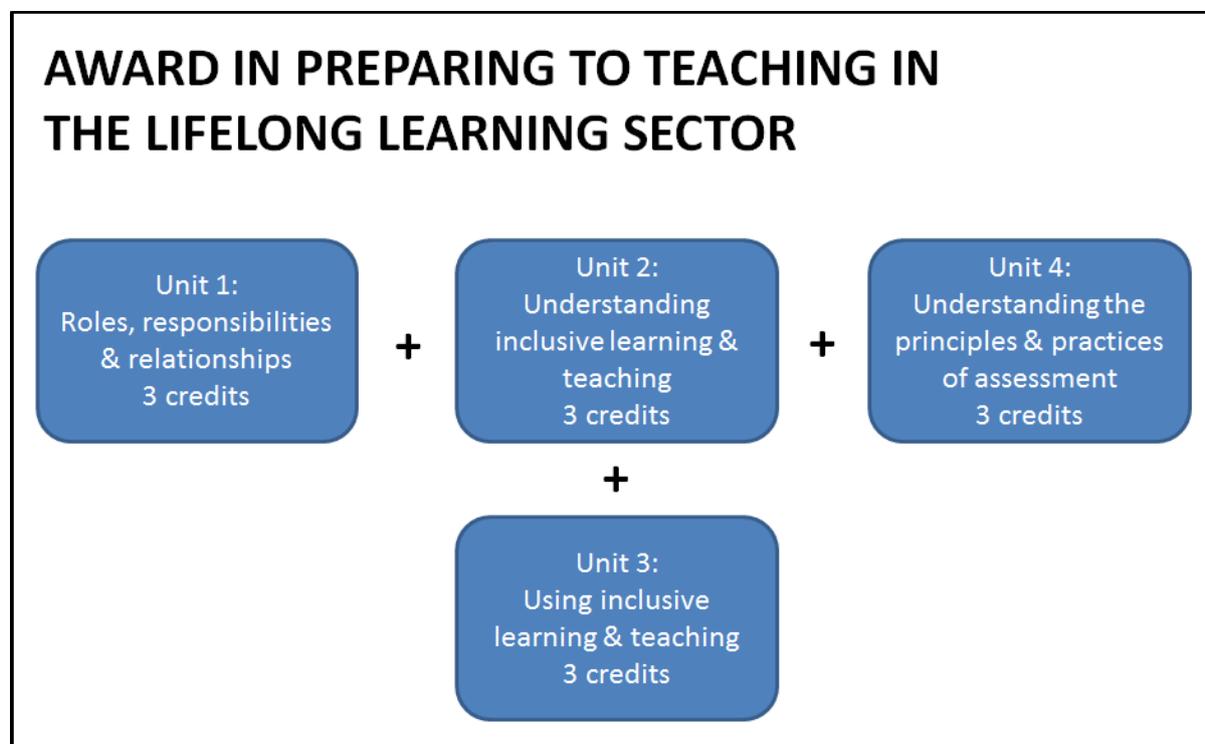
The Level 4 qualification is appropriate for learners who:

- have recently studied at a Level 3 or equivalent basis
- have plans to continue their teaching studies after completing this qualification
- want to secure a full-time or significant part-time teaching role

Both Level 3 and Level 4 qualifications have been developed to meet the requirements of the Further Education Teachers' Qualifications (England) Regulations 2007.

COURSE STRUCTURE

To achieve the Level 3 or the Level 4 qualification, learners must achieve 12 credits of study.



SCHEME OF WORK

Date	Content	Assignments to Complete
Week 1	Welcome, Course Aims, Ice-breakers, Presentation Skills, Assessment Schedule	Unit1: SWOT Analysis
Week 2	<p>Unit 1: Roles, responsibilities and relationships</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Explain the teaching and learning cycle and how this relates to the teaching role Outline the contractual, legal and ethical responsibilities of an FE teacher Explain how a teacher's role changes to keep pace with changing political, economic, social, technological and environmental priorities. Explain what we mean by 'professional boundaries' in terms of the teacher's role and responsibilities Consider ways of promoting a safe and respectful learning environment 	Task 1.1: Analyse a teaching role
Week 3	<p>Unit 2: Understanding inclusive learning and teaching in the lifelong learning sector</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Outline what we mean by 'inclusive learning' Identify ways in which learners may differ in their learning needs Develop learning tasks that engage and motivate all learners Analyse strategies for managing classroom behaviour 	Task 1.2 – Discuss Journal Reflection Task 1.3: Take part in a filmed critical discussion Task 2.1: Teaching methods table
Week 4	<p>Unit 3: Using inclusive learning and teaching approaches in the lifelong learning sector</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Outline the principles of an effective scheme of work Create a lesson plan that caters for a range of learner needs Apply principles of inclusive learning to produce a variety of differentiated learning tasks Plan opportunities for developing literacy and numeracy in learners 	Task 2.2 – Discuss Journal Reflection Unit 2.3 – Presentation on literacy and numeracy
Week 5	<p>Unit 4: Understanding the principles and practices of assessment</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify and evaluate different forms of assessment Distinguish between self-assessment and peer assessment Consider the role that learner feedback can play in developing the learning process Summarise the principles and requirements for keeping records of assessment 	Task 3 – Workshop/Discussion Task 4.1 – Assessment Table Task 4.3 Assessment factsheet
Week 6	<p>Microteach Assessment</p> <p>Learners will deliver a 15 minute microteach session to the class. The subject matter should be something the learner regards as their 'expertise'. Tutors and other learners will evaluate the microteach against pre-defined assessment criteria</p>	Task 4.2 – Discuss Journal Reflection Task 3 – Microteach Assessment

Assessment Tasks:

Unit 1: Roles, responsibilities and relationships

Level 3:

1. Complete a SWOT Analysis of own skills and experience in relation to an FE teaching role (In-Class Activity)
2. Analyse a teaching role and produce a 500 word summary and/or poster of the key contractual, legal and ethical responsibilities for this role (Reflective Journal).
3. Complete a filmed 30 minute critical peer discussion on strategies that can help promote a positive, safe and respectful learning environment (Homework task). Prepare and answer these three questions:
 - Outline how your current and previous work experiences have prepared you for the role of an FE teacher
 - Outline the main ways learners can be disadvantaged in the classroom and how these can be overcome
 - Explain ways that you can promote respect in the classroom.

The discussion is expected to be informed by references to academic work.

Level 4:

1. Complete a SWOT Analysis of own skills and experience in relation to the teaching role (In-Class Activity)
2. Analyse a teaching role and produce a 750 word summary and/or poster of the key contractual, legal and ethical responsibilities for this role. In your answer, you should consider the differences between the FE teaching role and the roles of teachers who work in primary schools and universities (Reflective Journal).
3. Complete a filmed 30 minute critical peer discussion on strategies that can help promote a positive, safe and respectful learning environment (Homework task). Prepare and answer these three questions:
 - Discuss how your current and previous work experiences have prepared you for the role of an FE teacher
 - Examine the main ways learners can be disadvantaged in the classroom and how these can be overcome
 - Evaluate strategies that teachers might use to promote respect in the classroom.

The discussion is expected to be informed by references to academic work.

Unit 2: Understanding inclusive learning and teaching in the lifelong learning sector

Level 3:

1. Produce a table that identifies the strengths and weaknesses of four different teaching methods that can be used in the teaching of your subject specialism (In-Class Activity)
2. Produce a 500 word reflective learning journal summarising what you understand by the terms 'differentiated learning' and 'motivation' (Reflective Journal).
3. Complete a 5 minute presentation on how you might develop your learners' literacy and numeracy skills in the first 6 weeks of a course. You will need to devise a six-week induction programme in your subject specialism and state what literacy and numeracy skills will be taught, how they will be taught and how they will be tested. The presentation will be reviewed by your peers and you will be expected to write a 250 word evaluation that reflects on the peer feedback (Homework Task).

The presentation should be supported by a minimum of two academic references.

Level 4:

1. Produce a table that identifies the strengths and weaknesses of six different teaching methods that can be used in the teaching of your subject specialism (In-Class Activity)
2. Produce a 750 word critical reflection that examines the different ways that learning activities can motivate or de-motivate learners (Reflective Journal).
3. Complete a 5 minute presentation on how you might develop your learners' literacy and numeracy skills in the first 6 weeks of a course. You will need to devise a six-week induction programme in your subject specialism and discuss what literacy and numeracy skills will be taught, how they will be taught and how they will be tested. The presentation will be reviewed by your peers and you will be expected to write a 500 word evaluation that reflects on the peer feedback (Homework Task).

The presentation should be supported by a minimum of three academic references.

Unit 3: Using inclusive learning and teaching approaches in the lifelong learning sector

Level 3:

1. This unit will be assessed through a 15 minute microteach on a topic from your main subject specialism. You will be expected to produce a 500 word rationale, a lesson plan and a 500 word evaluation of the session. The presentation will be reviewed by your peers and the feedback is expected to be incorporated into your evaluation (In-Class Activity).

The microteach will be filmed.

Level 4:

1. This unit will be assessed through a 15 minute microteach on a topic from your main subject specialism. You will be expected to produce a 750 word rationale, a lesson plan and a 750 word critical evaluation of the session. The presentation will be reviewed by your peers and the feedback is expected to be incorporated into your evaluation (In-Class Activity).

The microteach will be filmed.

Unit 4: Understanding the principles and practices of assessment

Level 3:

1. Produce a table of 4 assessment methods and outline the strengths and weaknesses of using them in your own subject specialism (In-Class Activity)
2. Devise an assessment activity in your subject specialism and provide a 250 word rationale that explains what it is, how it should be used, what learners it is appropriate for and how you would know whether a learner had been successful (Reflective Journal).
3. You are required to write a factsheet for a new member of staff who has no idea what we mean by 'assessing learners' (Homework Task). In this factsheet, you are expected to outline the meanings of the following assessment concepts and to state why these may be important in the delivery of your subject area:
 - Formative assessment and Summative Assessment
 - Criterion & Normative Testing
 - Reliability and validity
 - Authenticity and Sufficiency
 - Standardisation, Internal Verification and External Verification
 - Assessment for Learning

Level 4:

1. Produce a table of 6 assessment methods and outline the strengths and weaknesses of using them in your own subject specialism (In-Class Activity)
2. Devise an assessment activity in your subject specialism and provide a 500 word rationale that explains what it is, how it should be used, what learners it is appropriate for and how you would know whether a learner had been successful (Reflective Journal).
3. You are required to write a factsheet for a new member of staff who has no idea what we mean by 'assessing learners' (Homework Task). In this factsheet, you are expected to examine the meanings of the following assessment concepts and to state why these may be important in the delivery of your subject area:
 - Formative assessment and Summative Assessment
 - Criterion & Normative Testing
 - Reliability, Validity, Authenticity and Sufficiency
 - Standardisation, Internal Verification and External Verification
 - Ways in which assessment feedback can improve the learning process
 - Summaries of two well-known studies of assessment practices
 - Three recommendations that you think the staff member should implement.

What is the lifelong learning sector?

What is Further Education?

working with learners aged 16 and upwards



and occasionally...



working with 14-16 year olds



Further Education is very diverse...



Colleges & Adult Learning



Private Training



Language Schools



Prison Education



Specialist Support



Independent Schools



HEALTH & SAFETY

As a student with the Teacher Training Academy, it is a requirement that you read our Health & Safety statement and comply with its terms. It is the Academy's policy to provide, so far as is reasonably practicable, a safe and health working environment at all times. This covers working conditions, equipment and working practices.

Your Entitlements

Students must take reasonable care of themselves and others, co-operate with Academy staff on Health & Safety matters, and not to interfere intentionally or recklessly with things provided for Health & Safety.

The Academy supports the following entitlement for all learners:

- i. Learning that takes place in a safe healthy and supportive environment;
- ii. Competent supervision and support for your health and safety;
- iii. Appropriate and timely information, instruction and training;
- iv. A course induction into health & safety arrangements at the course venue;
- v. Regular health & safety reviews of student needs and facilities
- vi. Clear information on how to deal with emergencies (e.g. accident, ill-health, etc).
- vii. Information on relevant health and safety policies and procedures;
- viii. Suitable and proper equipment and materials to use if part of the learning programme;
- ix. Information on any restrictions or prohibitions that apply to them in terms of processes, equipment, areas, vehicles etc.
- x. Consultation and involvement in health & safety decision-making via formal and informal communication routes;
- xi. Refusal to do anything that you feel endangers you or puts your health & safety at risk.

Learners' Responsibilities:

- i. Co-operating with the Academy for reasons of health and safety;
- ii. Following the health and safety rules or procedures that govern the venue;
- iii. Following the information, instruction and training you are provided;
- iv. Not doing anything that would put them or other persons at risk;
- v. Contributing to health and safety by reporting defects, dangerous situations or where you think health and safety can be improved;
- vi. Co-operating with their lecturers and following instructions given;
- vii. Observing any prohibitions or restrictions that apply to them;
- viii. Reporting any bullying or harassment which they experience;
- ix. Wearing when required any necessary personal protective equipment and clothing;
- x. Not damaging or misusing anything provided for purposes of health and safety;
- xi. Keeping their work area clean and tidy;
- xii. Participating in any necessary health and safety training e.g. fire drills;
- xiii. Following any health and safety training plan;

Please Sign:

I have read and understood the above statement:

Name: _____ Dare: _____

EQUAL OPPORTUNITIES

The Teacher Training Academy provides the following equal opportunities commitment to all learners on our programmes, and specifically:

1. Opposes all forms of unlawful or unfair discrimination on any grounds, including gender, race, disability, sexual orientation and age.
2. Recognises the impact of discrimination as a barrier to learning and to employment and believes that access to education is a fundamental route by which discrimination can be addressed and equality of opportunity can be achieved.
3. Puts equal opportunities at the heart of our education mission and sees this as being fundamental to increasing and widening participation and embracing inclusive learning.
4. Believes that all existing and potential members of the College community have a fundamental entitlement to be treated in accordance with individual merits and to be assisted to achieve personal potential.
5. Strives to be a high quality learning organisation and believes that its commitment to Equality and Diversity will be achieved through wide-ranging strategies which seek to manage differences effectively and in a non-discriminatory fashion and to comply fully with all relevant legislation.

It follows that you should not be harassed, offended or insulted by anyone during your time on the course. It also means that you have a responsibility for treating others with the same levels of decency and respect that you are entitled to.

Examples of unacceptable conduct are as follows:

- Verbal abuse or insulting behaviour.
- Derogatory or defamatory jokes about a person(s) on the basis of their physical/ social characteristics.
- Unwanted physical contact.
- Display or circulation of offensive material.
- Bullying, coercive or menacing behaviour.
- Ridicule or deliberate exclusion of persons on the basis of their physical/social characteristics.

Note that offence is seen from the viewpoint of the offended person. It will not be a defence for the offender to claim that the offending comments were 'only meant as a joke' and that the offended person is being 'too sensitive'.

Should anyone feel they have been unfairly treated in respect of the above categories, they should contact the course tutor immediately will ask the Academy to investigate this immediately.

Please Sign:

I have read and understood the above statement:

Name: _____ Dare: _____

TEACHING AWARD

REFLECTIVE LEARNING JOURNAL

This form should be used to record your Unit reflections as you progress through your qualification. Each reflection has a specific focus (see assessment tasks). You should aim to link these reflections to reading, education theories, personal observations and your professional values and beliefs.

NAME OF CANDIDATE	
TASK/UNIT	

REFLECTION:

TUTOR'S COMMENTS:

PASS REFER

Candidate signature

Date:

Assessor Signature

Date:

TEACHING AWARD
MICROTEACH SELF/PEER EVALUATION FORM

Student Name	
Title of Session	
Date	

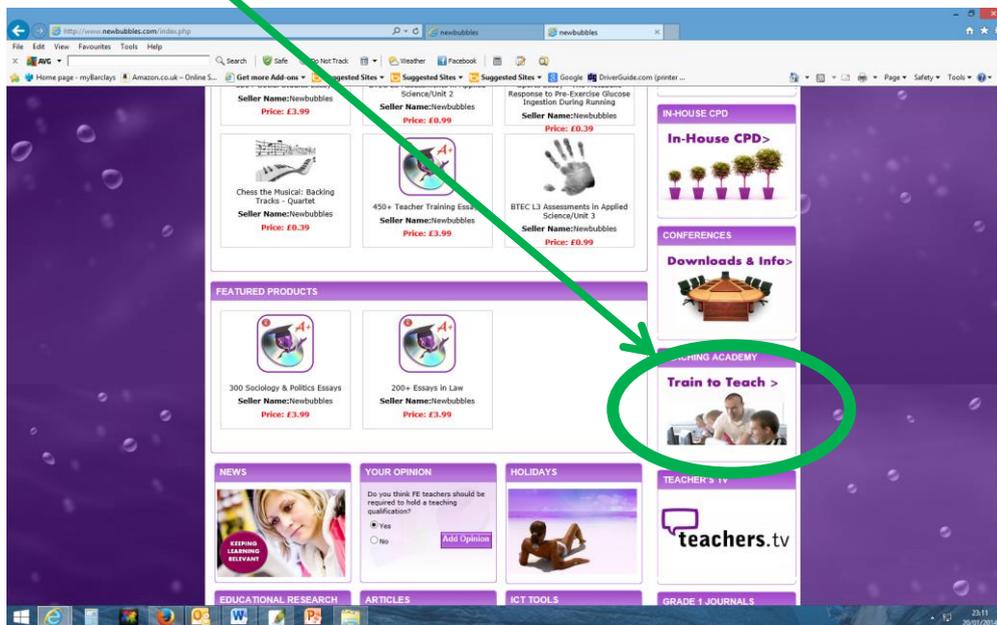
Strengths
Areas for Development
Action Required to Improve Session

Student/Peer Signature: _____ Date: _____

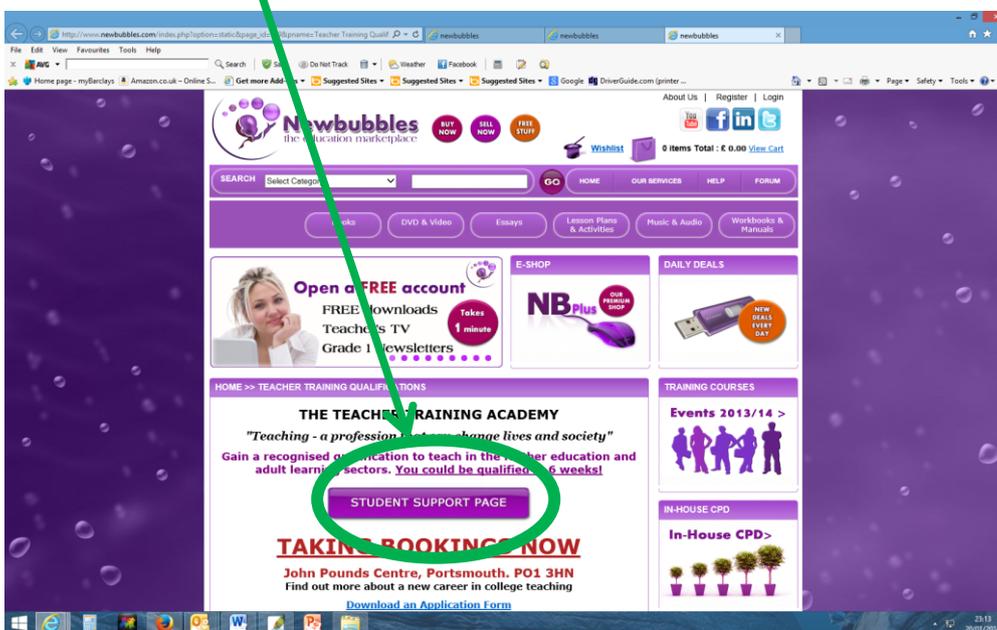
ACCESSING ONLINE SUPPORT

This page provides information, forms, handouts and reading materials to support students on the Teaching Award.

- Go to the Newbubbles Homepage at www.newbubbles.com.
- Click on the side-panel called 'Train to Teach' > Teacher Training Qualifications



- Click on the 'Student Support Page' button > Student Support Page



APPLYING FOR A 24+ LOAN

Would I qualify for a 24+ loan? You will if:

- you are aged 24 or over
- your tuition and assessment costs equal or exceed £300.00 in total
- you are studying for a qualification that is offered by an approved qualifications centre (*the Teacher Training Academy is an approved NCFE Centre*)
- you are resident in the UK

Important Information:

- The 24+ loan is a scheme that has been designed by government to support people aged 24 and over who wish to study at a college or private training provider but cannot afford the fees on their own.
- Your loan does not have to be repaid back to the Loans Company until April 2016 and you won't pay back anything if you are earning less than £21,000.
- Your loan is not dependent on your income, employment status or any other means-tested measure.

To Apply:

Go to: <https://www.gov.uk/advanced-learning-loans/how-to-claim> > How to Apply

You will need to click on 'create an account' if you haven't done so already.

RECOMMENDED INTRODUCTORY TEXTS

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| Curzon, L, B (2003) | Teaching in Further Education, Continuum International Publishing Group, ISBN 0826471153 |
| Gravells, A (2013) | The Award in Education and Training, Sage Publications Inc, ISBN 978-1446274344 |
| Lightbody, B (2012) | Outstanding Teaching and Learning 14-19, Collegenet Ltd, ISBN 978-0956324535 |
| Petty, G (2009) | Teaching Today, Nelson Thornes, ISBN 978-1408504154 |