LEVEL 3 AWARD IN PREPARING TO TEACH IN THE LIFELONG LEARNING SECTOR (PTLLS)

Certificated by the Chartered Institute of Environmental Health

- Deliver inclusive sessions that motivate learners
- Plan, deliver, observe and evaluate a micro-teach session
- Understand the use of different assessment methods and use appropriate teaching and learning approaches within a specialist area
- Deliver vocationally-related qualifications within the public or private sector

SYLLABUS

- Role & Responsibilities
  - Teacher and teacher-related roles as recognised by the lifelong learning sector
  - Responsibilities of teachers and those who have an effect on their work
  - Key aspects of relevant current legislative requirements, codes of practice and professional standards
  - Issues of equality and diversity, and ways to promote inclusion
  - Need for record-keeping and procedures that can be adopted
- Learning Styles & Preferences
  - Approaches to teaching and learning, in relation to the specialist area
  - Embedding elements of functional skills in the specialist area
  - Factors that influence learning and a simple but effective structure for identifying and accommodating different learning preferences in any teaching situation
  - How learners have preferences for receiving and assimilating information
- Teaching Planning Skills
  - Appropriate learning outcomes for a specific teaching group
  - Teaching sessions by carrying out effective planning and preparation that takes account of the needs of the learners
  - Different and diverse teaching resources for a specific session
- Teaching Styles & Communication
  - Ways to establish ground rules with learners, which underpin appropriate behaviour and respect for others
  - Different ways of communicating information and making teaching more accessible and interesting to learners
  - Good practice in giving feedback to learners to ensure a process of continuous improvement
  - Evaluate teaching to ensure a process of continuous improvement
- Teaching Assessment
  - Different ways of assessing the effectiveness of teaching and measuring results
  - Use of assessment methods in different contexts, including reference to initial assessment
  - Procedures for recording internal and external assessment information

Who should attend?

Anyone entering teaching/training; those already in service who need the minimum threshold status as a teacher/trainer in post-16 education in the public or private sector

Prerequisite

There are no formal entry requirements; however, initial assessments will be carried out during the programme

Duration

5 Days

Assessment Format

Certification is awarded upon successful completion of three assignments (delivery of a micro-teach session, a written assignment and a review of a teaching session)

Programme Delivery

☑ Open Programme
See our Open Programme Calendar

☑ In-House
On dates to suit your organisation

What's Next?

Delegates wanting to become licensed to deliver Levels 1 and 2 qualifications may wish to continue on to:

Level 4 Award in HACCP
Level 4 Award in Food Safety Management
Level 4 Award in Health & Safety

career steps ltd

Further Information

For further details on this programme or to discuss whether it is suitable for your needs, please contact us on **0870 0660 328** or email **training@careerstepsltd.co.uk**

Chartered Institute of Environmental Health

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

Syllabus

A Roles 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.

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