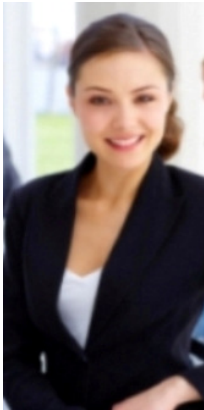


PTLLS

Preparing to Teach in the Lifelong Sector



Overview

PTLLS is the new mandatory qualification requirement for anyone who wishes to teach in the post 16 education sector. Each teacher, facilitator or assessor will need to have this qualification by 2011.

Successfully completing the Award will ensure candidates are well equipped with the required knowledge and skills to develop and deliver programmes, provide learning support and take responsibility in managing the learning process in post 16 education.

Who Should Attend?

This course is designed for anyone who is a trainer in industry, business or public services. It is suitable for anyone teaching or wishing to teach in colleges and any other adult teaching environments.

DURATION

3 Days

COST

£450 + VAT

QUALIFICATION

CIEH Level 3
Award in PTLLS

Programme Content

- Role and Responsibilities
- Learning Styles and Preferences
- Teaching Planning Skills
- Teaching Styles and Communication
- Teaching Assessment
- 3 x Assignments

Learner Outcomes

By the end of the programme participants will:

- Understand their own role, responsibilities and boundaries of their role in relation to teaching
- Understand appropriate teaching and learning approached in the specialist area
- Demonstrate session planning skills
- Understand how to deliver inclusive sessions which motivates learners
- Understand the use of different assessment methods and the need for record keeping

Course Entry Requirements

There are no formal entry requirements for the course, however candidates must have an up to date qualification or the relevant experience in their subject skill at the appropriate level.

Due to the nature of the course candidates should have the ability to manage the requirements including, reading and interpreting written assignments and the ability the write answers in a legible form.

Delivery Options

This course will be held in Essex.

For further information please call us on 0845 1307411

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Programme Outline

Day 1 **Role and Responsibilities**

- Introductions, administration and course objectives
- Identifying teacher roles and teacher-related roles as recognised by lifelong learning sector
- Understanding the responsibilities of teachers and those who have an effect on their work
- Identifying the key aspect of relevant and current legislative requirements, codes of practice and professional standards
- Recognising the importance of matching the teaching materials to the need of the learners
- Identifying issues or equality and diversity, and ways to promote inclusion
- Explaining the needs for recording keeping and procedures that can be adopted

Day 2 **Learning Styles and Preferences**

- Identifying and demonstrating relevant approaches to teaching and learning, in relation to the specialist areas
- Explaining ways to embed elements of functional skills in the specialist areas
- Recognising factors that influence learning and use a simple but effective structure for identifying and accommodating different learning preferences in any teaching situation
- Understanding how learners have preference for receiving and assimilating information

Day 3 **Teaching Planning Skills**

- Identifying appropriate learning outcomes for a specific teaching group
- Designing teaching sessions by carrying out effective planning and preparation that takes into account the needs of the learners
- Selecting different and diverse teaching resources for a specific session

Day 4 **Teaching Styles and Communication**

- Explaining ways to establish ground rules with learners, which underpin appropriate behaviour and respect for others
- Using a variety of different ways of communicating information and making teaching more accessible and interesting to learners
- Explaining and demonstrating good practice in giving feedback to learners to ensure a process of continuous improvement
- Communicating appropriately and effectively with learners
- Evaluating teaching to ensure a process of continuous improvement

Day 5 **Teaching Assessment**

- Understanding a variety of different ways of assessing the effectiveness of teaching and measuring results
- Explaining the use of assessment methods in different context, including reference to initial assessment
- Explaining procedures for recording internal and external assessment information

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Assignments

Assignment 1

Candidates are required to produce a plan for a 25-30 minutes micro-teach session, it must include the following:

- An induction 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

During delivery of 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 the session.

Assignment 2

Candidates are required to write a concise summary (approx 1200 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
- Keep record - what records need to be kept and why

Assignment 3

Candidates are required to review a teaching session that they have recently delivered 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 outcome
- 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

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