

Information sheet 2

The City & Guilds 7303 Award, Preparing to teach in the lifelong learning sector – Level 3

From September 2007 all new trainers in adult learning should be working towards either Associate Teacher Learning and Skills (ATLS) or Qualified Teacher Learning and Skills (QTLS). The requirements are quite complex and full details can be found at the Lifelong Learning UK website: www.lluk.org.uk or the Institute for learning: www.ifl.ac.uk

Briefly, the ATLS qualification is appropriate for teachers and trainers who are predominantly delivering and assessing training packages which have already been designed and produced. The QTLS is intended for full time teachers and trainers who also have a prime responsibility for training needs analysis, course design and the development of assessment and evaluation of learning programmes.

The ATLS consists of two components:

1. Award in Preparing to Teach in the Lifelong Learning Sector (PTLS) (C&G 7303)
2. Certificate in Teaching in the Lifelong Learning Sector (CTLS) (C&G 7304)

The QTLS requires an additional component:

1. Diploma in teaching in the Lifelong Learning Sector (DTLS) (C&G 7305)

This programme comprises of distance learning, followed by a three day practical workshop and is tailored specifically for deliverers of conflict management training. Candidates will be expected to have a thorough understanding of the theory and practice of conflict management in the context of work related violence.

Successful completion of the programme will lead to:

- The City & Guilds Level 3 (7303) Award – Preparing to Teach in the Lifelong Learning Sector (PTLLS)

Structure

The 7303 is a broad introduction to the main areas of teaching and training adults and provides 6 credits towards the ATLS / QTLS:

- Section 1: Understand own role, responsibilities and boundaries of role in relation to teaching
- Section 2: Understand appropriate teaching and learning approaches in the specialist area
- Section 3: Demonstrate session planning skills
- Section 4: Understand how to deliver inclusive sessions which motivate learners

- Section 5: Understand the use of different assessment methods and the need for record keeping

The programme is delivered in two phases:

Phase 1 – Supported Open Learning

The Learner needs to understand and have knowledge of the requirements for all the sections.

These are provided through open learning workbooks – supported by the course tutor through telephone and email. There are approximately 15 hours of guided learning, including the completion of the theory assignment.

To ensure delegates have enough time to complete the 15 hours of work, they should receive the material for this phase 4 weeks prior to the commencement of the Phase 2 workshop.

Phase 2 – 7303 Three Day Workshop

This phase will consolidate and develop the learning gained in the 7303 workbooks.

Candidates will learn through a variety of teaching methods and will complete the requirements of the practical assignment by:

- Designing a one day conflict management programme
- Delivering a 30 minute assessed session from the programme
- Completing a learning journal through reflection of the learning achieved throughout the learning experience.

Process

Candidates should apply for courses, submitting their Personal Training Assessment forms and payment. Conflict Pro will ensure that the candidate is able to take the programme as applied for, or to discuss developmental or specific arrangement needs.

- Three to four weeks before the first workshop candidates will have the distance learning material sent to them and will be given details of their tutor whom they may contact via telephone or email.
- Candidates will have approximately three weeks to complete the distance learning requirements and the theory assignment.

Assessment

Candidates will be assessed on:

- A written theory assignment submitted at the beginning of the workshop.
- A practical assignment developed during the workshop

Candidate pre-requisites

There are no formal entry requirements for this qualification. However, the nature of both the learning and assessment required for the qualification is such that candidates will need reasonable literacy skills, i.e. the ability to read and interpret written tasks, and to write answers in a legible and understandable form. Candidates will also need to be able to organise written information clearly and coherently.