



Assignment File

Preparing to Teach in the Lifelong Learning Sector

City & Guilds 7303

Level 3

Candidate Name:

Part 3 – Let's Get Going

Complete the following checklist and review and update as your skills increase.

Looking at the table below, tick the appropriate column as follows:

1	=	This role is new to me
2	=	I need more practice
3	=	I feel adequate in this area
4	=	I feel confident about this

TASKS AND RESPONSIBILITIES OF A TUTOR OF ACTIVE CITIZENSHIP	1	2	3	4
Prepare schemes of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare lesson/session plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop learning materials in Active Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a range of teaching and learning methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a range of teaching and learning resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify learners' prior knowledge and skills in Active Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify potential barriers to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify learners' learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think on my feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivate learners in Active Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek feedback from learners, colleagues and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give feedback to learners, colleagues and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in course team planning meetings in Active Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publicise courses in Active Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handle conflicts and disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be aware of current Active Citizenship developments and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work as a member of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review discussions and summarise any decisions taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview prospective learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assignments

When completing assignments please follow the procedures below:

- Margins – Top and bottom 2.54cm. Left and Right 3.17cm.
- Line spacing 1.5
- Font style – your choice – I personally like Comic Sans
- Font size – minimum 12
- Heading – on the first line type in your name/ date/ word count
- Underneath the Heading type in the required assignment plus assignment number, see example below

Assignment 1.1

Describe what your role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle.

Preferably completed assignment tasks should be e-mailed to your tutor, so they can be marked quickly.

Portfolio

When putting together your portfolio [A4 binder] please use dividers between each assignment.

The assignments should be placed in assignment order regardless of the date you complete them.

You can use plastic wallets for storing your assignments but when completed and ready for the moderator you must take them out of the wallets and insert them in your portfolio. This makes it easier for the moderator to find and view your assignments.

Only assignments are inserted in your portfolio – handouts are kept separately.

Tutor Contact

Email:

Tel:

If you cannot attend a session or if you are going to be late please telephone your tutor

UNIT DECLARATION

Unit no: _____ **Unit title:** _____

Candidate declaration:

I confirm that the evidence listed for this unit is authentic and a true representation of my own work.

Candidate name: _____

Candidate enrolment number: _____

Candidate signature: _____ Date: _____

Assessor declaration:

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. (where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic and reliable, current and sufficient.

Assessor name: _____

Assessor signature: _____ Date: _____

Countersignature (if relevant): _____ Date: _____

Internal verifier declaration:

This section to be left blank if sampling of this unit did not take place.

I have internally verified the assessment work on this unit in the following ways (please tick)

- ☐ Sampling candidate and assessment evidence
- ☐ Observation of assessment practice
- ☐ Discussion with candidate
- ☐ Other – please state: _____

I confirm that the candidate's sampled work meets the standards specified for this unit and may be presented for external verification and/or certification

☐ not sampled

Internal verifier name: _____

Internal verifier signature: _____ Date: _____

Countersignature (if relevant) _____ Date: _____

7303 FORM 1: ASSESSMENT RECORD

Candidate Name		Enrolment Number	
Centre Name	WEA	Centre Number	726786

Assessments	QCF Credit Value	Pass/Refer and Date	Marker Signature And Date	IV Signature and Date (if Sampled)	IV Signature and Date (if Sampled)	EV Signature and Date (if Sampled)
Assignment 1: Theory (tasks 1 – 7 must be successfully achieved)						
Assignment 2: Practical: (tasks 1 – 7 must be successfully achieved)						
Total credit value for the achievement of the Award in Preparing to Teach in the Lifelong Learning Sector (7303)	6					

Name of Tutor/Assessor: _____

Name of subject mentor: _____

Name of Internal Verifier: _____

Certification can now be claimed for all successful assignments

Signed (Internal Verifier): _____ Date: _____

7303 FORM 2(T): ASSIGNMENT FRONT

SHEET & FEEDBACK RECORD - PTTLs: Level 3

Assignment:	1 – Theory
Candidate name	
Enrolment number	
Date issued	
Date submitted	

I confirm that the evidence for this assignment is authentic and a true representation of my own work.

Signature of candidate: _____ Date: _____

Tasks may be completed in any order and marked formatively throughout the course.		
1	Describe what your role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle	Recommended 300 - 500 words
Marker's feedback:		
2	Identify the key aspects of current legislation and codes of practice relevant to your subject and the type of organisation within which you would like to work	Recommended 150 - 250 words
3	Explain how you could promote inclusion, equality and diversity with your current/future learners. Identify other points of referral available to meet the potential needs of learners	Recommended 200 - 300 words

4	Explain the ways in which you would establish ground rules with your learners, which underpin appropriate behaviour and respect for others.	Recommended 150 - 250 words
5	Explain ways to embed elements of Functional Skills, in your specialist area	Recommended 200 - 300 words
6	Explain the need for keeping records and describe the types of records you would maintain	Recommended 200 - 400 words
7	State the different assessment methods available and explain the ones you would use for your subject area, including reference to initial assessment. State the types of assessment records you would complete and explain why	Recommended 300 - 500 words

Assignment Feedback (if applicable)

Continue on separate sheet if necessary, see overleaf) Marker and IV signature (if sampled by IV) must be signed below

Marker's name:	Grade:	Date:
Resubmission date (if referred):	Grade:	Date:
IV's name (if sampled) <i>(a separate IV record must be completed for each assignment sampled)</i>		Date:

7303 FORM 2(P): ASSIGNMENT FRONT SHEET & FEEDBACK RECORD - PTTLs: Level 3

Assignment:	2 – Practical
Candidate name	
Enrolment number	
Date issued	
Date submitted	

I confirm that the evidence for this assignment is authentic and a true representation of my own work.

Signature of candidate: _____ Date: _____

Tasks may be completed in any order and marked formatively throughout the course.		
1	Produce a learning programme/scheme of work in your subject area, for a minimum of six sessions (the length of each session is to be agreed between yourself and your tutor)	C&G Form 3 or equivalent
Marker's feedback:		
2	Produce session plan/s (these can be from the scheme of work or different) for a minimum of 30 minutes. (This should be a combination of two 15 minutes sessions or one 30 minute session for micro-teach or one session of at least 30 minutes for teaching practice)	C&G Form 4 or equivalent
See Observation Report C&G Form 6		
3	Deliver the micro-teach/teaching practice session/s, demonstrating a selection of teaching and learning approaches to engage and motivate learners. You need to communicate appropriately and effectively with learners. You must not deliver the same planned session more than once	Total 30 minutes of delivery
See Observation Report C&G Form 6		

4	Explain the reasons behind your choice of teaching and learning approaches and use of resources, for one of your delivered sessions	Recommended 150 - 250 words
5	Obtain feedback from your peers and tutor/observer, complete a self evaluation to reflect and evaluate the effectiveness of your own teaching. Give feedback to your peers regarding their delivery	C&G Forms 6, 7, 8
6	Complete a learning journal after each Section completed	C&G Learning Journal Form
7	At the end of the programme, complete a summative profile and action plan	C&G Form 9 Identifying Actions on own PDP / ILP

Assignment Feedback (if applicable)

Continue on separate sheet if necessary, see overleaf) Marker and IV signature (if sampled by IV) must be signed below

Marker's name:	Grade:	Date:
Resubmission date (if referred):	Grade:	Date:
IV's name (if sampled) <i>(a separate IV record must be completed for each assignment sampled)</i>		Date:

WEA SCHEME OF WORK

Tutors should produce an outline Scheme before the course starts. Changes following renegotiation of LOs should be clearly identified.

Course title		Tutor			
Course Aim(s)					
<ul style="list-style-type: none">Course Learning Outcomes					
Date Session	Learning Outcomes	Learning Methods	Resources	Assessment Methods	Progress Reviews

WEA SESSION PLAN

Course title				
Session title & aim(s)				
Learning Outcomes				
Resources				
Time	Objectives	Tutor activity (teaching methods)	Learner activity	Methods for Checking Learning
Notes and evaluation comments				
Date				

Record of Session

Learner contributions

Strengths of session	Weaknesses of session
What changes should be made to: The scheme of work for this course	
This session for another course	

7303 FORM 7 SELF EVALUATION MICRO-TEACH/TEACHING PRACTICE DELIVERY

Session Date:		Delivered by:	
Title of Session:		Length of Session:	

Strengths:
Area for development:
Action required to improve the same session for the future:

Candidate signature: _____ Date _____

7303 FORM 7 SELF EVALUATION

7303 FORM 6: OBSERVATION REPORT – PTLLS

This is a three page pro forma

Name of candidate:		Date:	
Aim of session (as on session plan):		Length of Session:	
A total minimum of 30 minutes of micro-teaching/ teaching practice must be observed		Length of Observation	

Preparation Did the candidate:	Y/N	Comments:
Check the environment and resources beforehand?		
Take into account any health & safety issues?		
Ensure there were enough resources for all participants?		
Have a session plan to show: aim/objectives/ learning outcomes?		

Delivery Did the candidate:	Y/N	Comments:
deliver an introduction, main content and conclusion?		
establish and maintain a rapport with the individual/ group?		
demonstrate knowledge of their subject?		
take into account different learning styles, eg VARK		

Did the candidate:	Y/N	Comments:
Use a range of activities as appropriate?		
Use relevant resources as appropriate?		
Communicate clearly and effectively?		
Appear confident and professional?		
Take into account entitlement, equality, differentiation, inclusivity and diversity?		

Monitoring Did the candidate:	Y/N	Comments:
Ask questions and involve the individual/group where appropriate?		
Give positive feedback where relevant?		
Summarise the session?		
Achieve their aim/objective/ learning outcomes?		
Clear the area afterwards?		
Identified opportunities for learners to provide feedback?		
Evaluate their session?		

Overall feedback:

Observer signature: _____

Name: _____ Date _____

7303 FORM 8: PEER GROUP EVALUATION & FEEDBACK PTLLS MICRO-TEACHING

Session Date:		Delivered by:	
Title of Session:		Length of Session:	

Strengths:
Area for development:
Action required to improve the same session for the future:

This feedback can remain confidential, or you may sign your name if you wish.

Name: _____ Signature: _____

7303 FORM 9: SUMMATIVE PROFILE & ACTION PLAN

(to be completed at the end of the programme)

Candidate Name:

Tutor Name:

My overall development and strengths as a result of attending this programme:

Personal Statement:

Where I am now, the subject I would like to deliver and what I wish to do in the future:

Action Plan:

What I intend to do now to help me gain a teaching position or progress with my teaching career:

Candidate Signature: _____ Date: _____

7303 Learning Journal

(A separate learning journal is required for each section of the course. Candidates are permitted to use their own journal format during the course, but must use this Form when submitting their work for assessment.)

Example Learning Journal

Name of Candidate	Section 1 - The Tutor's Role and Responsibilities
<p>The main points I have learnt from this session are:</p> <ul style="list-style-type: none"> ● The importance of initial assessment of students and understanding that not all students learn in the same style ● The roles and responsibilities as a tutor in relation to Active Citizenship and in terms of the teaching cycle ● The importance of having boundaries and how to maintain them ● The importance of ground rules 	
<p>How could I develop my practical skills as a result of this session:</p> <ul style="list-style-type: none"> ● My delivery could be further developed by carrying out an initial assessment of students so that teaching can be tailored to their needs, using a variety of teaching methods and styles to suit the individual styles. This will hopefully ensure that all learning needs are incorporated ● To discuss the need for boundaries and agree on them as a group 	
<p>How could I develop my knowledge and understanding as a result of this session:</p> <ul style="list-style-type: none"> ● I am aware of the roles and responsibilities of being a tutor for Active Citizenship learning and I can develop these responsibilities with research and discussions with my group 	

Candidate signature: _____ Date _____

7303 LEARNING JOURNAL

(A separate learning journal is required for each Section. Candidates are permitted to use their own journal format during the course, but must use this Form when submitting their work for assessment.)

Candidate Name:

Section:

The main points I have learnt from this section are:

How I could develop my practical skills as a result of this section:

How I could develop my knowledge and understanding as a result of this section:

Candidate Signature: _____ Date: _____