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Qualification Specification

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

Qualification Number: 501/0184/5

Highfield Place
Unit 15 Shaw Wood
Business Park
Shaw Wood Way
Wheatley Hills
Doncaster
South Yorkshire
DN2 5TB
United Kingdom

Tel +44 08452260350
Tel +44 01302363277
Fax +44 08452260360

Info@highfieldabc.com
www.highfieldabc.com

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

Introduction

This Qualification Specification document is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your account manager.

Qualification Details

The HABC Level 3 Award in Preparing to Teach in the Lifelong Learning Sector has been accredited by the regulators of England, Wales and Northern Ireland (Ofqual, Welsh Government and CCEA) and is part of the Qualifications and Credit Framework (QCF).

It is supported by LSIS, the Sector Skills Council for learning and skills improvement.

Key facts

• QAN	501/0184/5
• Learning Aim Reference	50101845
• Guided learning hours (GLH)	30
• Credit Value	6
• Assessment Method	Portfolio of evidence

Qualification Overview

The HABC Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) is aimed at those wanting to teach in the lifelong learning sector, or those already teaching within the sector who do not have the relevant qualifications. From September 2007, all new teachers must gain a Licence to Practice at the start of their career. They have up to 6 months to achieve this from the date that they commence working in the profession.

The HABC Level 3 Award in Preparing to Teach in the Lifelong Learning Sector will provide an introductory programme for new teachers and confer a threshold licence to teach. Note that the threshold licence to teach allows learners to commence their professional development within the teaching profession.

Entry Guidance

Learners should have relevant qualifications within their own area of expertise.

Learners must be aged 16+ to undertake this qualification.

Centres are responsible for ensuring that learners can meet the necessary standards of English, Mathematics and Information Communication Technology skills required to undertake this qualification and that this is captured as required from the initial assessment. This can be captured via application form and/or telephone interview.

Recognition of Prior Learning

This website (<http://www.standardsverificationuk.org/3600.htm>) outlines the Tariff of Legacy qualifications that may count as Accreditation of Prior Achievement.

Special Needs

HABC have measures in place for delegates with special needs. Please see the Reasonable Adjustments Policy, Annex 17 of the HABC Core Manual.

Qualification Structure

This qualification is made up of one mandatory unit, the details of which are included at the end of this document.

Candidates must demonstrate achievement of all learning outcomes in assessments as well as in the micro-teach session(s). This qualification is graded **pass** or **refer**.

The qualification can be taken as a free standing qualification or as part of a wider programme of training.

How to complete the Award

Learners must complete the assessment questions 1 to 6. These are outlined at the end of this document.

The assessment questions can be completed in any order apart from Assessments 5 and 6, where Assessment 5 must be completed **before** Assessment 6.

The resource used for the initial learner assessment must be stored with the learner's portfolio of evidence. Form 1 must be used by the teacher to track the learner's progress. One Form 1 should be used for each cohort of learners and **not** one per learner.

Form 2 is to be completed and returned to the learner after each assessment submission. The learner must complete Form 10 after each assessment task, except assessment 5 as reflection is recorded on Form 5.

Forms 3 and 4 are to be used for the Scheme of Work and Session Plan. Once the learner has delivered their session(s), they are to complete Form 5. The tutor must complete Form 6 during the learner's practical delivery and offer feedback. The peer group must each complete Form 7 and offer feedback.

Form 8 is to be completed once the learner has successfully completed all of their assessment tasks. This should then be placed at the front of the learner's portfolio of evidence.

Form 9 is to be used to record any discussions that may be required with regards to the learner and the course. Form 9 is to be used if an assessment is graded 'refer', to give the learner guidance as to how to improve and meet the assessment criteria.

Form 11 must be completed by either the Internal Verifier or Internal Quality Assurer.

The completed portfolio of evidence must be internally quality assured and retained by the Centre. A Notification of Completion Form must then be sent to HABC to request an External Quality Support visit, until Direct Claim Status is awarded.

Assessment Methodologies

Types of evidence include:

Assignment	Reflective Journal	Session Plans	Micro-teach
<i>The assignment should demonstrate understanding and explanation of:</i>	<i>The journal should include:</i>	<i>Demonstrate an understanding of:</i>	<i>Undertake a micro-teach session(s) demonstrating:</i>
The role, responsibilities and boundaries for a teacher in terms of the teaching/training cycle.	A self-evaluation to reflect and evaluate the effectiveness of your own teaching.	A learning programme/scheme of work in your subject area Ways to embed elements of functional skills in a specialist area.	A selection of teaching and learning approaches to engage and motivate learners. Communicate

<p>Key aspects of current legislative requirements and codes of practice relevant to your subject and the type of organisation.</p> <p>How to promote inclusion, equality and diversity with learners.</p> <p>Other points of referral available to meet the potential needs of learners.</p> <p>How to establish ground rules with learners, which underpin appropriate behaviour and respect for others.</p> <p>The need for keeping records and describe the types of records you would maintain.</p>	<p>Different assessment methods available and explain the context in which they would be used, including reference to initial assessment.</p> <p>Justification of the reasons behind choice of teaching and learning approaches and use of resources, for one of your delivered sessions.</p>	<p>Different assessment methods available and explain the ones you would use for your subject area, including reference to initial assessment.</p> <p>Types of assessment records that can be used.</p> <p>How to produce a session plan to meet the needs of learners.</p>	<p>appropriately and effectively with learners to meet individual needs.</p> <p>Good practice in giving and obtaining feedback from your peers and tutor/observer.</p> <p>Give feedback to your peers regarding their delivery</p>
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Teaching Practice

Learners should be involved in at least one hour of micro-teaching.

The minimum cohort for the micro-teaching session is 4 individuals.

Each learner must deliver 30 minutes of micro-teaching; this may consist of two 15 minute micro-teach sessions or a 30 minute teaching practice. This should be observed and assessed by a member of the delivery team.

For the additional 30 minutes, learners must observe the micro-teaching sessions of other learners. The observed and assessed micro-teach/teaching practice should be within an appropriate teaching practice location.

Teaching practice locations recognised for the purposes of LSIS qualifications include all provision within further education (as defined in the Further and Higher Education Act 1992), Further Education in Higher Education settings and Learning and Skills Council funded provision within community learning, and development, work-based learning, the voluntary sector, or any other appropriate location which will allow a learner to meet the requirements of the standards.

Mentor/Subject Specialist Support

It is good practice for Centres to have a mentor in place to support learners. A mentor must understand the requirements of the programme and be a qualified and experienced teacher. Mentors should be subject-specific and provide learners with specific guidance on teaching their specialist subject.

Progression and further learning routes include:

Progression

- Level 3/4 CTLLS
- Level 5 DTLLS

Centre Requirements

HABC require that Nominated Tutors have teaching experience and hold a qualification in the relevant subject area.

Nominated Tutors

Teachers must hold a Level 3 teaching/training qualification, for example:

- City and Guilds 7303
- L3 NVQ in Direct Training Support, equivalent or higher teaching qualification.

Teachers must also have current or recent experience in the particular subject area.

Internal Quality Assurance

Staff must be D34/V1/IQA qualified, possess a relevant teaching qualification and be occupationally competent within the area that they are verifying. The HABC PTLLS IQA day is sufficient to carry out IQA of this qualification in addition to the relevant teaching qualification.

External Quality Assurance

An External Quality Support person will be appointed by HABC to moderate Centres quality assurance processes.

Nominated Tutors should also be able to demonstrate relevant experience and knowledge in a work context and provide evidence of engagement with the subject field and continuing professional development.

ID Requirements

All learners must be instructed to bring photographic identification to the assessment to be checked by the invigilator/assessor. This instruction should be given ahead of the course/assessment when the learner registers and/or with any pre-course materials.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All Centres are therefore required to ensure that each learner’s photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each learner on the Candidate List under “Identification Provided”. HABC will accept the following as proof of a learner’s identity:

- Valid Passport (any nationality)
- Signed UK Photo card Driving Licence
- Valid Warrant Card issued by HM Forces, Police
- Other photographic ID card, e.g. Employee ID Card (must be current employer), Student ID Card, Travel card.

For more information on learner ID requirements, please refer to Annex 26: Invigilation Instructions.

Support for Functional Skills

Centres must provide functional skills support for learners where necessary, and appropriate records of this must be maintained. Any functional skill requirement should be established from the initial assessment.

Centres must jointly agree with the learner a course of action, which may include informal

support or require the learner to undertake a formal course of tuition (English, Mathematics or ICT).

Individual Learning Plans (ILP)

The learner should be given the opportunity to complete an ILP to allow the learner to jointly agree and plan their route towards QTS if applicable.

Useful Websites

<http://www.standardsverificationuk.org/3600.htm>
www.ifl.ac.uk - The Institute for Learning
www.lluk.org.uk – Lifelong learning UK
www.svuk.org.uk – Standards and Verification UK
www.niace.org.uk National Institute of Adult Continuing Education (England and Wales)
www.ofqual.gov.uk – The Office of the Qualifications and Examinations Regulator
<http://www.qcda.gov.uk/> – The Qualifications and Curriculum Development Agency

Recommended Training Materials

Morley J. & Wordsworth M. *PTLLS made Easier*. Highfield.co.uk Ltd
Curzon, L. B. *Teaching in Further Education*. Continuum International Publishing Group
Daines, J., Daines, C., and Graham, B. (2006) *Adult Learning, Adult Teaching*. Welsh Academic Press.
Gravells, A. *Preparing to Teach in the Lifelong Learning Sector*. Learning Matters
Gravells, A. *Principles and Practice of Assessment*. Learning Matters
Petty, G. (3rd Edn) *Teaching Today*. Nelson Thornes
Wilson, L. *Practical Teaching A Guide to PTLLS and CTLLS* Cengage Learning

Unit 1: Preparing to Teach in the Lifelong Learning Sector

Unit no: T/501/1192
 Level: 3
 Credit: 6
 GLH: 30

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Explain own role and responsibilities, and boundaries of own role as a teacher. 1.2 Identify key aspects of relevant current legislative requirements and codes of practice within a specific context. 1.3 Identify other points of referral available to meet the potential needs of learners. 1.4 Identify issues of equality and diversity, and ways to promote inclusion. 1.5 Explain the need for record keeping.
2. Understand appropriate teaching and learning approaches in the specialist area.	2.1 Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area. 2.2 Explain ways to embed elements of functional skills in the specialist area. 2.3 Justify selection of teaching and learning approaches for a specific session.
3. Demonstrate session planning skills.	3.1 Plan a teaching and learning session which meets the needs of individual learners. 3.2 Justify selection of resources for a specific session.
4. Understand how to deliver inclusive sessions which motivate learners.	4.1 Explain ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners. 4.3 Explain and demonstrate good practice in giving feedback. 4.4 Communicate appropriately and effectively with learners. 4.5 Reflect on and evaluate the effectiveness of own teaching.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>5. Understand the use of different assessment methods and the need for record keeping.</p>	<p>5.1 Identify different assessment methods.</p> <p>5.2 Explain the use of assessment methods in different contexts, including reference to initial assessment.</p> <p>5.3 Explain the need for record keeping in relation to assessment.</p>

The Assessments

HABC PTLLS CANDIDATE ASSESSMENTS

The PTLLS award is achieved through the successful completion of the following six assessments.

Assessment 1

Candidates should submit a written assessment that meets the following assessment criteria:

- Explain what your actual or perceived role, responsibilities and boundaries are as a teacher in terms of the teaching cycle.
- Identify the legislative requirements and codes of practice that directly impact on your teaching.
- Identify the legislative requirements and codes of practice that directly impact on your learning environment.

Assessment 2

Candidates should submit a written assessment that meets the following assessment criteria:

- Explain the ways in which you establish ground rules with your learners.
- Describe how ground rules underpin appropriate behaviour and respect for others.
- Explain and describe the types of resources that you have available to meet the potential needs of your learners.
- Identify any other organisations which may be used as a referral point to meet the potential needs of the learners.

Assessment 3

Candidates should submit a written assessment which meets the following assessment criteria:

- Describe how you would promote, establish and maintain equality, diversity and inclusion within the classroom environment.
- Explain and give examples of how you would embed functional skills or elements of functional skills within your delivered sessions.

Assessment 4

Candidates should submit a written assessment that meets the following assessment criteria:

- Explain the three main types of assessments used and fully explain how you conduct, or could conduct, an initial assessment of learners.
- Explain how you utilise assessment methods.
- Explain the importance and the requirement of keeping records, including those relating to assessment.

Assessment 5

Candidates should prepare, deliver and participate in micro-teaching. The essential requirements of this assessment are:

- Produce a Scheme of Work for a minimum of four sessions.
- Produce a Session Plan for your 30 minute micro-teach session.
- Use a range of teaching and learning approaches which engage and motivate the learners effectively
- Demonstrate effective communication with learners.
- Observe a micro-teach session delivered by a member of your cohort and provide positive feedback.

Assessment 6

Candidates should submit a written document which meets the following assessment criteria:

- Explain your selection of teaching and learning approaches.
- Review and evaluate your choice of resources for your delivered session.
- Explain how you gave constructive feedback.
- Explain how you will use the feedback received to improve your teaching in the future.

Candidate notes

- There are no specific word counts for the assessments. However, candidates must ensure that the assessment criteria are fully met.
- All written assessments must be correctly referenced using the Harvard referencing system.

Assessment Tracking Sheet

Form 1

Learner	Date commenced	Assessment 1 Sign-off Date	Assessment 2 Sign-off date	Assessment 3 Sign-off date	Assessment 4 Sign-off date	Assessment 5 Sign-off date	Assessment 6 Sign-off date	Portfolio completion date

Name of Teacher: _____ Signature: _____

Individual Assessment Record

Form 2

Learner
Teacher

PTLLS Level 3/4
Location

Assessment		Feedback:
1	P/R	
2	P/R	
3	P/R	
4	P/R	
5	P/R	
6	P/R	

<i>Is the evidence</i>		<i>Further Action Required:</i>
Valid?	Y/N	
Authentic?	Y/N	
Current?	Y/N	
Sufficient?	Y/N	
Reliable?	Y/N	
Action completed on:		

Learner's comments:

Assessment decision referred to IV/ IQA - Y/N

Learner's signature _____ **Date** _____

Teacher's signature _____ **Date** _____

IV/IQA signature (if sampled) _____ **Date** _____

Scheme of Work

Form 3

Teacher:

Date:

Location:

Aim of session or course:

Date	Session Title and Learning Outcome	Required Resources and Activities	Assessment	Remarks

Session Plan

Form 4

Teacher:

Date:

Duration:

Aim of session:

Learning Outcome(s):

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?

Session Plan

Teacher:

Date:

Duration:

Aim of session:

Learning Outcome(s):

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?

Self Evaluation and Reflection of Micro-Teach Delivery**Form 5**

Date, time and length of delivery:	
Aim of session and learning outcome(s): How were the Learning Outcomes met?	
Summary of teacher feedback:	
Summary of peer feedback:	
Self-evaluation <i>(strengths, limitations):</i>	
Action and improvements required: <i>(how will you do this?):</i>	

Learner's Name: _____ Learner's Signature: _____

Date: _____

Tutor Observation Report

Form 6

Name of learner: _____

Date: _____

Name of teacher: _____

Did the learner:	Yes/No	Examples
prepare an adequate session plan?		
introduce themselves and create a rapport with their learners?		
Use 'SMART' learning outcomes?		
prepare adequately, e.g. equipment/resources/handouts?		
communicate clearly (verbal and non-verbal)?		
involve and include everyone during the session and give positive feedback?		
demonstrate their subject knowledge?		
use a range of teaching and learning approaches appropriate to the group?		
take into account health & safety and equality and diversity?		
ensure learning took place through assessment?		
summarise their session and refer to the learning outcomes?		

Strengths	
Areas for development	
Action required	

Teacher's Name: _____ **Teacher's Signature:** _____

Learner's Name: _____ **Learner's Signature:** _____

Peer Observation and Feedback

Form 7

Name of Learner:

Date:

Name of observer:

Did the learner:	Yes/No	Examples
introduce themselves and create a rapport with the learners?		
state the learning outcomes?		
prepare adequately e.g. equipment/resources/handouts?		
communicate clearly?		
appear confident and professional?		
involve and include everyone during the session and give positive feedback?		
demonstrate their subject knowledge?		
use a range of teaching and learning approaches?		
take into account health & safety and equality and diversity?		
check that learning took place through assessment?		
summarise their session and refer to the learning outcomes?		

Strengths	
Areas for development	

Name (Non-Mandatory): _____ **Date:** _____

Form 8

**Preparing to Teach in the Lifelong Learning Sector (PTLLS) Level 3/4
Record of Achievement**

Learner Name:		Organisation:	
Mentor Name:		Subject:	
Start Date:		Registration-date & number:	
Completion Date:		Certification date:	
IV/IQA date: (if sampled)		EV/EQA date: (if sampled)	

Assessment number	Target date	Date submitted	Date achieved
1			
2			
3			
4			
5			
6			

I confirm all work produced for this qualification is my own.

Learner's signature: _____ Date: _____

I confirm the above learner has successfully provided evidence to meet all learning outcomes.

Teacher's signature: _____ Date: _____

I have sampled/not sampled this learner's evidence and confirm certification can be claimed.*

IV/IQA signature: _____ Date: _____

Tutorial Review Record

Form 9

Learner
Teacher

PTLLS Level 3 / 4
Location

Comments on progress (*including functional skills*):

Action required - teacher:

Amend target dates on record of achievement if necessary

Action required – learner:

Learner's signature _____ **Date** _____

Teacher's signature _____ **Date** _____

Reflection of Assessment

Form 10

Learner:
Teacher:

PTLLS Level 3 / 4
Date:

What I have learnt or found to be beneficial by completing this assessment:

Action required to improve my knowledge and benefit my learners:

Learner's signature _____

IV/IQA report (2 page document)

Form 11

Learner's name	
Teacher's name	
IQA	
Qualification	
Assessment	
Date of assessment	
Date of IQA	

	Checklist	Yes	No
1.	Does the assessment planning clearly depict the intended activities for the learner to undertake before the next assessment?		
2.	Are the learner's assessment records being updated/completed on an ongoing basis?		
3.	Has the teacher confirmed authenticity, sufficiency, accuracy, consistency and validity?		
4.	Was the learner directly observed?		
5.	Was knowledge and understanding assessed?		
6	Has the witness status list been provided to authenticate witness, and are all signatures in place (if applicable)?		

Feedback to teacher

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Agreed action plan/development requirements

Target date

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I confirm I have received feedback and fully understand any action points.	Teacher's Signature.		Date	
Does the evidence sampled meet the qualification requirements? Yes/No	IV/IQA Signature.		Date	

Glossary of Terms

Term	Definition
Action Plan	This is a formal agreement between the teacher and the learner, stating what will be achieved and when it will be achieved by.
Aim	A statement of what the teacher wishes to achieve by the conclusion of the session, course or programme.
APL/RPL	Accreditation of Prior Learning/Recognition of Prior Learning
Assessment	A process of measuring the achievement of learners.
Assessment Methods	A chosen method to assess a specified outcome. For example, written test, observation, skills test, reports and questioning (recorded).
Assessment Records	Documents used to record the outcome of an element or the full outcome of an assessment.
Assessor	The person making the decision with regards to the learners competence.
Associate Teacher	Please refer to the guidance given by LLUK www.lluk.org.uk
Coaching	This is normally a one-to-one or small group activity. The teacher of the learner(s) will closely observe the performance and give advice and guidance along the way.
Communication	The transfer of information from one person to another with the intention of bringing about a response.
Competence	The ability to complete a task to a set agreed standard; competency is declared by an assessor or teacher.
Contact Hours	The number of hours allocated for the formal programme delivery. This includes group tutorials and the delivery of theory aspects of the course or programme.
CPD	Continuous Professional Development - The continuous process of acquiring experience, skills and knowledge throughout work and life.
CTLLS	The acronym for the Certificate in Teaching in the Lifelong Learning Sector.
Diagnostic Assessment	The method of assessment to discover a learner's strengths or deficits within their work and to assist in determining a future course of action.

Term	Definition
Demonstration	Showing learners an example of best practice to undertake a task or to develop a skill by illustrating how it is done through actual performance.
DTLLS	The acronym for the Diploma in Teaching in the Lifelong Learning Sector.
E-Learning	Electronic learning - learning that is enhanced or supported through information and communication technology such as computers and websites.
Energiser	A method of energising a group, normally delivered when lethargy is displayed due to various circumstances. This can take the form of a break or a group activity catering for full inclusion.
Evaluation	Gathering information to judge the effectiveness of the teaching or training that has been delivered
External Verifier	Appointed by HABC to ensure that all assessments undertaken through Centres are fair, valid, consistent and meet the requirements of the standards
Feedback	Written or verbal information relayed to learners regarding their progress, which should always be constructive .
Formative Assessment	Ongoing assessment carried out throughout the lesson, session course or programme.
Full Teacher	Please refer to LLUK guidance www.lluk.org.uk
Ground Rules	Jointly agreed codes of behaviour set by the teacher and learners, normally agreed at the beginning of the session.
Group	A gathering of learners, normally numbering four or more.
Ice Breaker	Fun and informal method of introducing learners to each other, normally completed at the beginning of a new session.
ifl	Institute for Learning-The professional body for teachers in the Learning and Skills Sector www.ifl.org.uk
ILP	Individual Learning Plan-A plan that has been designed to map the learner's course of action.

Term	Definition
Initial Assessment	A form of assessment used to disclose learners strengths, learning deficits and areas for development prior to commencement of tuition. Also a means of measuring a learner’s ability, for example basic skills check (assessment).
Internal Verifier	Appointed by the Centre to ensure that all the assessments conducted are valid, authentic, current, sufficient, reliable and meet the requirements of the awarding body.
Intranet	An organisations own computer network system
ICT	Information Communication Technology. ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form, for example, personal computers, digital television, digital radios and email.
Learning Sessions	Lessons or sessions delivered by a teacher using a variety of methods and catering for inclusion.
Learning Programme	A scheme of work – a concise document which lists the sessions or lessons to be conducted.
Learning Style	The way in which a learner prefers to learn, e.g. visual, auditory and kinaesthetic.
LSIS	This is the Sector Skills Council (SSC) for learning and skills improvement in the UK.
Mentor	A person who gives a learner one-to-one support.
Methods of Assessment	There are three main categories: initial, formative and summative assessment. These can be conducted through observations, witness testimony, questions, simulations, work product, professional discussion and assignments, to name but a few.
Microteaching	A delivered session to peers within a learning environment.
Motivation	How a learner is encouraged to learn. This can include extrinsic, external, intrinsic or internal reasons for learning.
Non-verbal communication	Communication that does not involve spoken word, for example, body language or facial expression(s).
Objective	A statement of what will be learnt as a result of the teaching.

Term	Definition
Pedagogy	Teacher-centred learning.
PTLLS	The acronym for the Award in Preparing to Teach in the Lifelong Learning Sector
QTLS Framework	Qualified Teacher Learning and Skills Framework
Quality Assurance	Internal and external means of checking learning provisions through policy and internal and external verification.
Session Plan	A written plan produced by the teacher prior to the delivery of the teaching lesson or session.
SMART	An acronym for objectives (see Objective) that are Specific, Measurable, Achievable, Realistic and Time-bound.
Summative Assessment	An assessment conducted at the end of teaching to determine the final level of achievement. This is often done by means of a written assessment.
Teaching/Training Cycle	A systematic approach to teaching which includes five inter-linked stages. These are identifying needs, planning and designing learning, delivery, assessment and evaluation.
VACSR	An acronym for Valid, Authentic, Current, Sufficient and Reliable, normally used to assess work product.
Visual Resource	Visual materials used to enhance a session or lesson, such as PowerPoint™ presentations, pictures, videos, books and internet pages.