

## Mapping SQA Unit F81Y33 With C&G PTLLS (6302) Award

This mapping exercise is between SQA Unit F81Y 33 and C&G PTLLS (6302) Award. The new PTLLS award (No 6302) replaced the PTLLS award (No 7303) on 1 November 2011.

The new 6302 PTLLS award will be offered at two levels (same as the 7303) — QCF Level 3 and Level 4 — but requires 12 credits (four Units) to be attained. The mapping here only refers to the similarities/differences between SCQF Level 6 and QCF Level 3 which are equivalent levels in the two frameworks. The requirements for QCF Level 4 are briefly explained at the end of the mapping.

### Similarities

<b>F81Y 33 Planning and Delivering Learning Sessions to Groups</b>		<b>6302 Preparing to Teach in the Life Long Learning Sector (PTLLS)</b>	
<b>SCQF Level 6</b>		<b>QCF Level 3 (and QCF Level 4)</b>	
<b>Overall Learning Hours</b> = 80 hours		<b>Guided Learning hours</b> = Level 3 — 48-73hrs; Level 4 — 48–66hrs	
<b>Credit Value</b> = 8 SCQF credits (1 SQA credit)		<b>Credit Value</b> = 12 QCF credits	
<b>One Unit</b> with 4 Outcomes		<b>4 Units</b> each with approx 3 learning outcomes	
<p><b>Outcome 1</b> — Explain the deliverers' role in ensuring learners' needs are met</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>◆ Inclusive practice, equality and diversity</li> <li>◆ Current legislative requirements</li> <li>◆ Identifying learning needs and styles</li> <li>◆ The way adults learn (Andragogy)</li> <li>◆ Boundaries and the learner referral process</li> </ul>	<p><b>Assessment:</b> A record of explanation for all the knowledge (approx 300 words)</p>	<p>The <b>Mandatory Unit — Roles, responsibilities and relationships in lifelong learning</b> covers all the Knowledge Evidence required in Outcome 1 of F81Y33</p>	<p><b>Assessment</b> is also similar in terms of quantity and quality. Provide a brief case study of the role of a teacher in the lifelong learning sector plus a reflective journal entry.</p>

<p><b>Outcome 2</b> — Prepare learning objectives, session plans and learning support materials to meet learner requirements</p> <ul style="list-style-type: none"> <li>◆ Methods of delivery and assessment</li> <li>◆ Developing three-phase session plans</li> <li>◆ Writing SMART objectives</li> <li>◆ Sequencing and grouping learning</li> <li>◆ How to use materials to support learning</li> <li>◆ Assessing learner progress and achievement</li> </ul>	<p><b>Assessment</b> Two Session Plans covering learning support materials; candidate devised group activity; short learner assessment; session evaluation</p>	<p><b>Optional Units:</b> Choosing two from four Units will cover all the knowledge in Outcomes 2, 3 and 4 of F81Y33.</p> <p>One of the Units is a theory unit about teaching strategies and motivation for learning.</p> <p>The other three Units are about facilitating learning and development and delivery:</p>	<p><b>Assessment:</b> One session plan, Justification of approaches</p>
<p><b>Outcome 3</b> — Deliver planned interactive learning sessions and assess the progress and achievement of learners</p> <ul style="list-style-type: none"> <li>◆ Preparing the environment and self for learning</li> <li>◆ Introducing learning sessions</li> <li>◆ Use of lesson plans in guiding learning</li> <li>◆ How and when to use visual aids</li> <li>◆ The use of learning support materials</li> <li>◆ How to motivate and engage with learners</li> <li>◆ Managing control and participation</li> <li>◆ Framing and responding to questions</li> <li>◆ The use of feedback for delivery and assessing I</li> <li>◆ Using valid methods of assessment</li> <li>◆ Legislative requirements</li> </ul>	<p><b>Observation of delivery</b> of two interactive learning sessions as planned in Outcome 2 in a micro teach environment to delegate peers and/or delivering learning to real learners at an agreed location.</p>	<ul style="list-style-type: none"> <li>◆ One Unit is specifically for candidates wishing to practice the skills of teaching/training</li> <li>◆ The other two Units are for candidates who can work with real learners in a real work environment</li> </ul> <p>This means that PTLLS is suitable for both types of candidates in the same way F81Y33 is and this is particularly evident when it comes to observing the delivery practice. This can be observed in a classroom situation using peers or in a real work situation.</p>	<p><b>Observation of delivery</b> of one micro-teaching session to peers; evaluation of own delivery practice</p> <p>Explanations of types and methods of assessment in LLS, ways to involve learners in assessment, requirements for keeping assessment records</p>
<p><b>Outcome 4</b> — Evaluate the effectiveness of the learning sessions delivered and your own practice</p> <ul style="list-style-type: none"> <li>◆ Sources of evidence for evaluations</li> <li>◆ evaluate learning based on findings, self evaluation, analysing results, improvements</li> </ul>	<p><b>Assessment</b> Evaluation of 30 min delivery session; evaluation of own overall practice as a deliverer. A PDP</p>		<p><b>Assessment</b> Reflection, Areas for improvement</p>

## Executive Summary

This summary will present the similarities and differences between the SQA Unit F81Y 33 Planning and Delivering Learning Sessions to Groups (SCQF Level 6) and C&G 6302 Preparing to Teach in the Lifelong Learning Sector Award (QCF Level 3).

The SQA Unit has been designed for those wishing to deliver learning to groups of learners as part of their future job role but is also suitable for those who already deliver learning to groups in a job role and wish to achieve a nationally recognised qualification. This means in practice that the observation assessment of the candidates' delivery practice can be in a classroom situation using peers or in a real work situation. Upon achievement of the unit candidate performance levels should indicate that they can run effective learning sessions to groups unsupervised. The C&G award at Level 3 provides a comparable introduction to basic teaching skills, principles and theory.

The equivalence between the two qualifications can be shown in the following key areas:

*The levels in the qualifications and credit frameworks* — the Level Descriptors for SCQF Level 6 and QCF Level 3 are very similar. The size of the combined 4 Units in PTLLS in terms of learning hours based on the credit value is smaller than the SQA Unit size. Each PTLLS unit is worth three credits with notional guided learning hours of 12 equalling a total of between 48–63 hours for the whole award whereas the single SQA Unit has a SCQF credit value of 8 giving overall learning hours of 80. Thus the qualifications are very close in overall credit value and notional learning hours and should in theory take an equivalent amount of time to achieve. **(See references below.)**

*The qualifications' content* — covers the same areas of pedagogy/andragogy required for assessment in both awards.

*The demonstration of teaching skills and knowledge* — PTLLS (6302) only requires one observation of teaching practice with one session plan whereas F81Y 33 requires two observations and two session plans including a compulsory group work activity devised by the candidate and a short learner assessment thus putting assessment theory into practice.

*The assessment criteria and evidence requirements* — both qualifications are almost identical in structure, requiring similar activities which cover similar theories and practice. Both qualifications put emphasis on the candidate's role as a Reflective Practitioner who can identify areas for improvement and development in their teaching practice.

There is only really one key difference between the two qualifications and this is based on PTLLS having two optional Assessment units (one of which must be chosen) which are solely concerned with all aspects of assessment — one for those in a workplace with access to learners and the other is a theory unit. For SQA Unit F81Y 33 to compare fully with PTLLS with regard to assessment, the knowledge evidence for assessment planning, assessment methods and assessment record keeping would need to be expanded to fully match the requirements of either of these 2 assessment units of PTLLS. However having said that in Outcome 3 of the SQA F81Y 33 Unit the Candidate is expected to practically demonstrate the use of an assessment instrument with learners and not merely explain theory as in the PTLLS award.

Overall the two qualifications have been devised with the same aim in mind which is to provide an introductory qualification to learning and teaching for those who either want to be able to apply for teaching/training jobs or for those already in an appropriate job role who require to have a nationally recognised qualification. The skills and knowledge gained through undertaking either of these qualifications would be appropriate as the first rung on the ladder of a teaching/training career.

**References:**

QCF Level Descriptors:

[http://www.openawards.org.uk/scripts/jscripts/tiny\\_mce/jscripts/tiny\\_mce/plugins/filemanager/files/Documents/QCF\\_Level\\_Descriptors.pdf](http://www.openawards.org.uk/scripts/jscripts/tiny_mce/jscripts/tiny_mce/plugins/filemanager/files/Documents/QCF_Level_Descriptors.pdf)

SCQF Level Descriptors:

[http://www.scqf.org.uk/content/files/SCQF\\_Level\\_Descriptors\\_for\\_website\\_-\\_Feb\\_2010\(2\).pdf](http://www.scqf.org.uk/content/files/SCQF_Level_Descriptors_for_website_-_Feb_2010(2).pdf)

**SCQF, QCF and EQF Ready reckoner**

Scottish Credit and Qualifications Framework (SCQF)	Qualifications Credit Framework (QCF)	European Qualifications Framework (EQF)
12	8	8
11	7	7
10/9	6	6
8/7	5/4	5
6	3	4
5	2	3
4	1	2
3	E3	1
2	E2	
1	E1	