

# Education & Training

Qualification courses for teachers  
and education support workers



# Welcome to The Education & Training Department at Greenwich Community College

Teaching is an important and valuable choice of career, increasingly popular among all kinds of people with a range of specialisms. There are now more ways to enter the profession than ever before. Whether you wish to gain qualified teacher status, develop your teaching or training skills, or work in a supporting role in an education setting, we offer a comprehensive range of courses that will help you achieve your goals.

At Greenwich Community College we recognise that many students, especially mature students, can demonstrate knowledge and experiences of aspects that may be covered in the course. Did you know that this knowledge and experience gained through employment, training courses and even previous college courses can be used to submit an Accreditation of Prior Experiential Learning (APEL) claim? If you believe you have experience that is current and relevant to the course you wish to study, please contact us for advice on how to submit an APEL claim.

## Teacher Education

Our teacher education courses are designed for those already working in teaching, or looking to become a teacher. Our courses include:

- Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS) City & Guilds 7303
- Certificate in Teaching in the Lifelong Learning Sector (CTTLS) City & Guilds 7304
- Diploma in Teaching in the Lifelong Learning Sector (DTTLS) City & Guilds 7305
- Diploma in Teaching in the Lifelong Learning Sector (DTTLS) ESOL City & Guilds 7305-13
- Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector City & Guilds 7305
- Certificate in English Language Teaching to Adults (CELTA) – University of Cambridge

## Education for School Staff

We currently deliver a range of qualifications for staff working in a variety of roles in schools. These qualifications enhance the skills and employability of those in these roles, or in some instances can be the first steps towards teacher education.

- Foundation Degree in Learning Support – University of Greenwich
- NVQ Levels 2 & 3, Supporting Teaching and Learning in Schools (STLS) City & Guilds 7329
- Award / Certificate / Diploma in Support Work in Schools (SWiS) – OCR

## Access Qualifications

Access programmes provide you with the qualifications to enter Higher Education Courses at Colleges and Universities, although you would still need to undergo an application and interview procedure. They are designed principally for those who did not take Level 3 courses at school, or those who have not been in full-time education for some time.

- Access to Higher Education Diploma – Education Studies: Open College Network London Region

# Teacher Education

## Qualified Teacher, Learning & Skills Status

If you plan to teach in the publicly funded, lifelong-learning sector – for example in a Further Education College – you are now required to obtain Qualified Teacher, Learning & Skills Status commonly known as QTLS. QTLS is achieved in two parts, with qualifications leading either to a full teaching role (QTLS) or an associate teaching role (ATLS). In each case you need in the first instance to first take the short PTLLS course, your passport into the profession. Thereafter you will need to pursue either the CTLLS or DTLLS route. These three qualifications are explained further in this brochure.

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ATLS



QTLS



## Award in preparing to teach in the Lifelong Learning Sector (PTLLS) C&G 7303

Would you like a career teaching adults? Are you fully qualified in your own field? The PTLLS award is the first stage in the qualification for lecturers.

This course is designed to prepare you for a career as a lecturer, teaching adults. It examines different aspects of teaching, from the perspective of the student, the teacher and the education provider or college. You will deliver teaching sessions to your peers, and be asked to reflect on your learning experiences in the classroom. You will receive guided learning in teaching theory and practice.

### What does the course include?

The course explores aspects of teaching from the perspective of the student, the teacher and the educational provider or college. You will receive guided learning in teaching theory and practice. Topics covered will include:

- The Teaching Cycle
- Roles, Responsibilities and Boundaries

- Equality, Diversity and Inclusion
- Assessment
- Communication and Motivation
- Session planning
- Introduction to learning styles
- Teaching methods

You will deliver teaching sessions to your peers and be asked to reflect on your learning experiences in the classroom.



## Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) C&G 7303

### How long is the course?

Our courses run for 3.5 hours per week for 10 weeks (excluding college breaks). However we constantly develop new ways of delivering the course in response to learners' needs, for example, shorter more intensive sessions. Contact the College, or see the College Part-Time Prospectus for more information on available sessions.

NB: You will be expected to attend all sessions. The minimum attendance required by the award body is 85%

### What do I need to get onto the course?

You will need to hold a Level 3 qualification, or its equivalent in your chosen subject specialism. You will need to complete initial assessments in literacy, numeracy and a free-writing exercise demonstrating fluent written English, assessed at a minimum of Level 2. Your numeracy level will be assessed with the expectation that you will achieve Level 2 within 5 years. You will also need to have access to ICT and be able to use: Word, Internet and Email.

### What qualification will I receive?

Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS), at either Level 3 or Level 4.

You will need to achieve at Level 4 to progress on to the Diploma. With Level 3, you will be able to progress to the Certificate.

### How much is the course?

For current fees, please see the College Part-Time Prospectus.

### How will I be assessed?

- Practical assignments – You will be observed teaching your peers on two occasions throughout the course, for which you will provide a detailed lesson plan and evaluation of your practice.
- Written assignments – You will need to complete approximately ten short essays of 1,000 words covering various topics.
- Reflective journal – Each week you will complete a journal comprising around 250 words, where you will reflect on what you have learned during the week's session.

### What are the progression routes?

- Certificate in Teaching in the Lifelong Learning Sector (CTTLS) – Associate Teacher Role at Level 3/4
- Diploma in Teaching in the Lifelong Learning Sector (DTTLS) – Fully Qualified Teacher at Level 4/5

## Testimonial



*I work as a Communication Support worker in Greenwich and had been teaching British Sign Language for a year when I started the Preparing to Teach in the Lifelong Learning sector course. I have an overall aim of becoming a Teacher of the deaf so to achieve this I need to have a full teaching qualification to then go on and do a Diploma or Masters to become a Teacher of the deaf. I have continued to teach British Sign Language since completing the course and now teach two classes a week. If you want to be successful in this course, I would recommend that you are well organised from the outset of the course and ask questions to clarify anything you don't understand. I absolutely loved the course and the teacher was great, always there to have a chat and help solve any problems. GCC is a great college to attend; you need to be independent and take charge of your own success but there is support available for many additional learning needs.*



**Lauren (PTLLS student Feb 2008)**

## Testimonial

**//** *I have worked in the casino industry all my working life and I have taught people in that industry for the last twenty years or so. I took PTLLS to update my teaching/training skills and knowledge.*

*Since completing the PTLLS course I have continued to teach people in the casino industry using my updated skills and knowledge. The course was both interesting and informative and although it started at a fairly relaxed pace, after half way through it became quite intensive. I would advise any student to keep on top of their assignments, in terms of deadlines. However, I found the tutor very helpful and she always found time for each one of us on the course.*

*I can recommend this course to anyone whether they are starting on a career as a teacher or, like me, wanting to update their teaching skills and knowledge.*

**David Harris, Director, Casino Gaming Education Services Ltd**



## Testimonial

**//** *Teachers need a blend of theoretical and practical skills. PTLLS provides a solid grounding of both and allows the learner to practise their skills outside of the classroom.*

*I found the course supported my existing teaching and added to it, helping me relate to the teaching process as well as the classroom. I would recommend this course to anyone thinking of teaching.*

**David Kite, Part-Time Lecturer at Greenwich Community College**



## Certificate in Teaching in the Lifelong Learning Sector - CTLS

This course qualifies lecturers in an Associate Teaching Role. The PTLS course forms the mandatory first unit of this award. On completion of PTLS you will progress to CTLS if it suits your teaching role. Completion of the Certificate will give you ATLS.

The Associate Teacher role is defined as carrying fewer teaching responsibilities than the full role. An Associate Teacher teaches predominantly in one of the following ways.

- From packs/pre-prepared materials, and therefore has fewer responsibilities in the design of curriculum and teaching materials
- On a one-to-one basis
- On a programme confined to a particular level/subject/type of learner.

### What does the course include?

The course comprises theory and practice arranged in the following units:

- Planning and enabling learning (9 credits)
- Enabling Learning and Assessment (3 credits)
- Teaching a Subject Specialism (15 credits)

All units can be carried forward by learners wishing to progress to DTLS at a later date. An additional assessment will be required for the second unit to fulfil DTLS criteria.

### How long is the course?

The course runs for 5.5 hours a week for 22 weeks (excluding college breaks/holidays). A total of 120 guided learning hours.

NB: You will be expected to attend all sessions. The minimum attendance allowed by the Award Body is 85%

### What do I need to get onto the course?

You will need to hold:

- PTLS at Level 3 or equivalent (CG 7407 stage 1)
- A minimum of Level 3 qualification in the subject specialism you would like to teach
- Literacy skills at Level 3
- Numeracy skills at Level 2 or a willingness to achieve this within five years
- Fluent written English
- Access to ICT and be able to use: Word, Internet, PowerPoint and Email
- Regular teaching hours

### How much is the course?

For current fees, please see the College Part-Time Prospectus.

### How will I be assessed?

The following is offered as preliminary guidance.

## Certificate in Teaching in the Lifelong Learning Sector - CTLS

Each assignment will be explained in more detail throughout the course.

- Practical assignments – You will be observed teaching in your workplace on a minimum of four occasions
- Reflective journal – You will be required to complete a weekly journal of 250 words where you will reflect on what you have learned for each week of the course (a total of 22 journals)
- For each unit, you will complete a mini research project, which will result in:
  - The delivery of a short presentation (15 minutes) to your peers
  - Examples of all evidence collated via a mini portfolio
  - A written essay of 1,500 words

- A Teaching practice portfolio with:
  - A 30 week Scheme of Work
  - 30 individual lesson plans
  - Examples of resources
  - Detailed evaluations
  - Observation reports

### What are the progression routes?

Completion of the qualification provides you with Associate Teacher, Learning & Skills, status (ATLS). If you wish to progress to Qualified Teacher, Learning & Skills status (QTLS), you can progress to the Diploma in Teaching in the Lifelong Learning Sector (DTLS) course.



## Diploma in Teaching in the Lifelong Learning Sector - DTTLS C&G 7305

This is the qualification for lecturers in the full teaching role. The PTTLs course forms the mandatory first unit of this award. On completion of PTTLs you will progress to DTTLS if it suits your teaching role. PTTLs must be completed at Level 4 to progress to the Diploma. Completion of the Diploma will provide you with QTLS.

### What does the course include?

#### Year 1 Units

- Planning and enabling learning
- Enabling Learning and Assessment
- Theories and Principles for Learning
- Teaching a Subject Specialism

#### Year 2 Units

- Continued Personal and Professional Development
- Curriculum Development for Inclusive Practice
- Wider Professional Practice
- Integrating Literacy, Language and Numeracy into the learning of vocational and other subjects

You will receive guided learning in teaching theory and practice and build on the foundation knowledge provided through the PTTLs qualification. Topics covered will include:

- The Teaching Cycle
- Roles, Responsibilities and Boundaries
- Equality, Diversity and Inclusion
- Assessment; Communication and Motivation
- Session Planning
- Learning Styles and Theories

- Teaching Methods
- Functional Skills
- Initial Assessment
- Curriculum Design
- Continued Professional Development

You will also be required to research specific areas and present and deliver teaching sessions to your peers in these areas: initial assessment; communication; functional skills; assessment; learning theories.

### How long is the course?

The course runs for 5.5 hours a week for 60 weeks, scheduled over a two year period (excluding college breaks/holidays).

NB: You will be expected to attend all sessions. The minimum attendance allowed by the Award Body is 85%.

### What do I need to get onto the course?

You will need:

- PTTLs at Level 4, or equivalent ( e.g. City & Guilds 7407 stage 1)
- A minimum qualification at Level 3 in the subject specialism you would like to teach
- Literacy skills at Level 3

## Diploma in Teaching in the Lifelong Learning Sector - DTTLS C&G 7305

- Numeracy skills at Level 2, or a willingness to achieve this within 5 years
- Fluent written English
- Access to ICT and be able to use: Word, Internet and Email
- Regular teaching hours

### What Qualification will I receive?

The Diploma in Teaching in the Lifelong Learning Sector (DTTLS), a Level 5 qualification and one of the requirements for achieving QTLS.

### How much is the course?

For current fees, please see the College Part-Time Prospectus.

### How will I be assessed?

The following is offered as preliminary guidance. Each assignment will be explained in more detail throughout the course:

- Practical assignments – You will be observed teaching in your workplace on a minimum of eight occasions over the two years
- Reflective journal – You will be required to complete a weekly journal of 250 words where you will reflect on what you have learned for each week of the course (a total of 60 journals)
- For each unit, you will complete a mini research project, which will result in:

- The delivery of a short presentation (15 minutes) to your peers
- Examples of all evidence collated via a mini portfolio
- A written essay of 1,500 words
- A Teaching practice portfolio with:
  - A 30 week Scheme of Work
  - 30 individual lesson plans
  - Examples of resources
  - Detailed evaluations
  - Observation reports

### What are the progression routes?

On completion of the course, you will be qualified to hold a lecturer post in the Lifelong Learning Sector. Progression will generally take the form of CPD in your subject specialism, or in a specialist area of education, of which there are a vast number of courses and opportunities available nationally.

## Diploma in Teaching in the Lifelong Learning Sector - ESOL Specialism C&G 7305-13

For those who want to teach in English to Speakers of Other Languages (ESOL), we also provide a specialist course where the Diploma in Teaching in the Lifelong Learning Sector is contextualised to include the skills, knowledge and understanding necessary to support ESOL learners in a full teaching role.

### What does the course include?

The course comprises a number of units including:

- Introduction to Teaching & Learning English (ESOL)
- Developing English (ESOL) Literacy and Language Learning & Teaching
- Theories of Inclusive Language & Literacy Development (ESOL)
- Theories and Frameworks for Literacy and Language Development in ESOL
- Curriculum Development for Inclusive Practice in ESOL
- Professional Practice in the Lifelong Learning Sector through CPD

The course includes the PTLLS award. However, if you already have PTLLS ESOL, or a CELTA qualification, this element can be omitted.

### How long is the course?

The course takes place over sixty weeks, spanning two academic years. There are six weekly guided learning hours, additional mentoring hours and teaching observations.

### What do I need to get onto the course?

You will need to have a high standard of spoken and written English, and an interest in language. Your English qualifications will need to be at a minimum of Level 2, and preferably Level 3. You will also need access to a minimum of 150 hours of teaching practice, for the duration of the course. Finally, you will require sufficient ICT skills to enable you to utilise programmes such as Word, PowerPoint and internet browsers.

### What Qualification will I receive?

You will receive the Diploma in Teaching in the Lifelong Learning Sector (ESOL) qualification, leading to QTLS.

### How much is the course?

For current fees, please see the College Part-Time Prospectus.

### How will I be assessed?

You will be required to produce a number of written assignments including, but not limited to:

- A Reflective Learning Journal, maintained and updated throughout the course

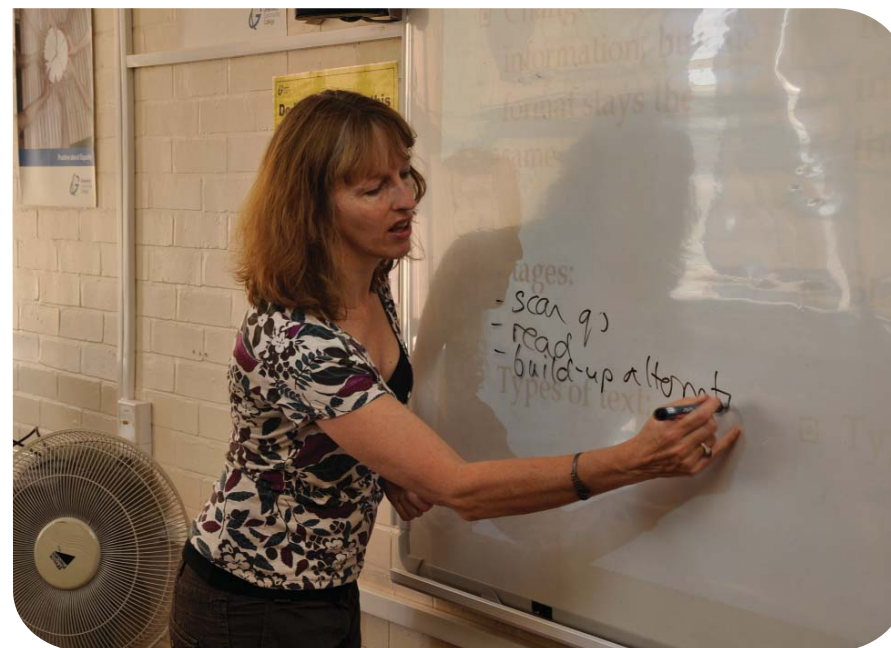
## Diploma in Teaching in the Lifelong Learning Sector - ESOL Specialism C&G 7305-13

- Teaching Practice Portfolios including a range of Teaching, Learning & Assessment Materials, Evaluations of Practice, Case Studies of ESOL Learners, Profile of a Group of ESOL Learners
- Observation and Evaluations of ESOL classes
- Analyses of ESOL Learners' use of language
- Essays
- Research Projects

In addition, you can expect to be observed teaching for a minimum of eight hours, over a minimum of eight occasions, at two different levels.

### What are the progression routes?

On completion of the course, you will be qualified to hold an ESOL specialist lecturer post in the Lifelong Learning Sector. Progression will generally take the form of CPD in your subject specialism, or in a specialist area of education, of which there are a vast number of courses and opportunities available nationally.



## Testimonial

**//** *I taught EFL in private language schools abroad and in London before I started teaching ESOL part-time at the college. I took the DTLLS ESOL course because I wanted to get a full-time, permanent position in the college.*

*Since taking the course, I've got a full time job so that's definitely a big achievement for me! I feel my lessons are more interesting now as well. I think my advice is to try and read through the input notes every weekend so you know what you're supposed to be doing and it doesn't get on top of you. The tutors have been really supportive and prepared us well for the assignments. They've also made the input sessions as interactive and interesting as possible.*

**Mark Humphries, DTLLS ESOL Student**



## Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector

This qualification is aimed at those who have already achieved a full Level 5 or equivalent qualification allowing them to teach in the lifelong learning sector, but would like to qualify as a specialist teacher in English (ESOL) in a full teaching role.

### What does the course include?

The course comprises two modules, aggregated from those that make up the DTLLS ESOL qualification. The modules total 45 credits and are:

- Approaches to Literacy and ESOL, Learning & Teaching
- Theories and Frameworks for ESOL, Learning & Teaching

### How long is the course?

The course is 120 hours, currently delivered for six hours a week over twenty weeks. However, this delivery method may vary, so please contact the College to obtain accurate and current information. In addition there are mentoring sessions and teaching observations.

### What do I need to get onto the course?

You will need to have a full Level 5 or equivalent qualification allowing you to hold a full teaching role in the Lifelong Learning Sector, and you will need to be working in that role. Further, you will need to log a minimum of 75 hours of teaching English (ESOL) at two different levels.

### What Qualification will I receive?

You will receive the Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector.

### How much is the course?

For current fees, please see the College Part-Time Prospectus.

### How will I be assessed?

You will be required to produce a number of written assignments including, but not limited to:

- A Reflective Learning Journal, maintained and updated throughout the course
- Teaching Practice Portfolios including a range of Teaching, Learning & Assessment Materials, Evaluations of Practice, Case Studies of ESOL Learners, Profile of a Group of ESOL Learners
- Observation and Evaluations of ESOL classes
- Analyses of ESOL Learners' use of language
- Essays

In addition you will be observed for a minimum of four hours, over a minimum of four occasions, during the course.

## Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector

### What are the progression routes?

On completion of the course, you will be qualified to hold an ESOL specialist lecturer post in the Lifelong Learning Sector. Progression will generally take the form of CPD in

your subject specialism, or in a specialist area of education, of which there are a vast number of courses and opportunities available nationally.

## Cambridge Certificate in English Language Teaching to Adults (CELTA)

CELTA is recognised by the British Council in the UK, and around the world by employers of English language teachers. It provides entry to the profession, teaching ESOL in FE Colleges in the UK, and teaching in private language schools in the UK or abroad.

### What does the course include?

The Cambridge Certificate in English Language Teaching to Adults (CELTA) is intended for those who want to teach English to Speakers of Other Languages (ESOL) and/or English as a Foreign Language (EFL) to adults. It is designed for those with little or no teaching experience; however, teachers with existing experience find they gain a great deal from the course in terms of their own development. The course contains both theory and practical training.

Our small cohorts are taught by two course tutors. The course comprises a minimum of 120 contact hours, including input, supervised lesson planning, teaching practice and feedback, tutorials, and observation of lessons given by peers and experienced teachers. It covers:

- Methodology: procedures and techniques for helping learners with grammar, vocabulary, pronunciation, listening, speaking, reading, and writing
- Language analysis and awareness



## Cambridge Certificate in English Language Teaching to Adults (CELTA)

- A total of 6 hours classroom teaching practice (usually nine short lessons) with actual ESOL learners
- Written assignments; four classroom-related assignments of 750 -1000 words.

### How long is the course?

The course can be taken in one of the following ways:

- 4 weeks full-time intensive
- 18 weeks part-time two evenings a week
- 11 weeks part-time two days a week

### What do I need to get onto the course?

You must be at least 18 years old and have a good standard of education, which would allow entry to higher education. You must also have a good command of English, both written and spoken, to enable you to complete the course successfully. Anyone not educated in an English-speaking environment must be able to demonstrate an appropriate competence in English, for example a pass at Cambridge Proficiency or equivalent.

### What qualification will I receive?

At the end of the course you will receive a CELTA Teaching Certificate, which will provide you with the qualification to deliver English language training to adults at institutions in the private sector in the

UK and abroad, and the qualification to begin teaching in the publicly funded Lifelong Learning Sector, although in the latter case, further training would also be required.

### How much is the course?

For current fees, please see the College Part-Time Prospectus.

### How will I be assessed?

Assessment is continuous and all aspects of your course work are taken into consideration, including; attendance, assignments, teaching practice, attitude and potential as a teacher. You are informed of your progress at tutorials and receive written feedback on your lessons. There is no final examination. 100% attendance is expected and the assessment is based on the following two areas: a total of six hours teaching practice, and four written assignments.

### What are the progression routes?

Some candidates secure teaching posts overseas, most find work in the UK. You can follow the Diploma in English Language Teaching to Adults (DELTA) course after acquiring at least two years English language teaching, or you can progress to the Diploma to Teach in the Lifelong Learning Sector – ESOL provided you meet all the requisite entry requirements.

## Testimonial

*Although I have reached retirement age, I still work full-time, and like many older people these days have made a decision to volunteer abroad.*

*My volunteering work in London, as an Appropriate Adult, dealing with young people has impacted greatly on my life. There is a great need for volunteers to work with homeless and vulnerable children and young people abroad and I chose the CELTA teaching course as a valuable skill that would be of benefit in any country that I work in. I opted to undertake the two evenings a week course at Greenwich Community College, which I felt would suit my needs, in that I could learn and assimilate over a 6 month period.*

*Although it was hard work I enjoyed the course enormously and benefited from studying with a small but diverse group of people. The calibre and experience of the tutors is second to none, and their support and guidance is excellent. If I can achieve anything of their commitment with my own students in the future, I shall be very happy.*

June

## Testimonial

**//** *"I chose to study a CELTA course because I used to teach children for whom English was their second language (on a voluntary basis).*

*Later on I worked at a secondary school, this time assisting the Spanish teacher with help for the children that were either behind, or very advanced. The CELTA course was a natural progression. I realised that there are an awful lot of people who would benefit socially and financially from learning or improving their English skills and I could be of help to them. The course was well prepared, with two tutors whose teaching styles are completely different but, at the same time, complement each other.*

*Being Spanish, I learned English in my teens and I have been in this country for 34 years but, even so, I feel I am re-learning it all over again; this time, from the point of view of a teacher. I am very pleased with the substance of the course and with the tutors.*

**Stella**



## Testimonial

**//** *"I have always wanted to be an English teacher for as long as I can remember, but never felt confident enough to do it.*

*I chose to do the Cambridge CELTA course after an informative talk with one of the two course co-ordinators, and because the course is internationally recognised.*

*I next plan to teach ESOL in FE in the UK and eventually abroad. A must do course for all.*

**Danielle**



# Education for School Staff

## Foundation Degree in Learning Support

Foundation degrees are employment-related, higher education qualifications that have been designed with employers to meet their requirements for skilled individuals able to apply specialist knowledge in the workplace. The programme runs for two years at Greenwich Community College, with the option of completing the final honours year at University. It combines study with work-based learning and practical work experience. Increasingly, employers see foundation degrees as useful because they:

- Enable them to recruit ready-prepared employees
- Increase their employees' skills
- Allow them to influence aspects of their employees' study and assessment
- Make their organisations more innovative and responsive to change

## Foundation Degree in Learning Support

The Foundation degree in Learning Support was developed by the University of Greenwich in conjunction with Greenwich Community College. It is designed to enable those working as Teaching or Learning Support Assistants in schools to enhance their knowledge of educational systems and practice, and improve their skills in the classroom. The course covers a range of current, theoretical thinking that can be applied and practised in the work-place, then evaluated and analysed in written assignments. Those who obtain the Foundation Degree are guaranteed a place at the University of Greenwich for a final year course to enable them to obtain a full Bachelor of Arts degree in either Education Studies or Childhood Studies. With a BA in Education Studies, graduates can then apply for a PGCE course and obtain Qualified Teacher Status in Primary Education.

### What does the course include?

This course is for students prepared to study at University level; it is not a practical skills-based course. Students will explore topics in the following areas:

- Supporting learners with Additional Educational Needs
- Understanding psychological, social and emotional aspects of behaviour
- Student initiated investigation in education (a research project)

### In the first year:

- Introduction to the UK education system
- Study skills
- Current education issues such as bullying, racism and gender
- Supporting literacy
- Supporting learning through ICT
- Approaches to learning and individual learning styles
- Investigation skills in an educational context (preparation for a research project)

### In the second year:

- Evaluation, assessment and quality assurance in education settings

The Foundation degree in Learning Support comprises 240 credits, of which 120 are completed at Level 4 and 120 at Level 5.

### How long is the course?

The course lasts for two academic years, delivered as an evening, part-time course. Teaching takes place on one evening per week from 4:30 to 9:30. The year is divided into two semesters of 18 weeks each, with 60 credits taught in each semester.

## Foundation Degree in Learning Support

### What do I need to get onto the course?

You will need to be employed in a primary or secondary school as a Teaching Assistant or Learning Support Assistant and be over 18 years of age. If you are under the age of 21, you will normally be expected to hold one GCE A level pass or equivalent. You will complete an initial assessment and will need to demonstrate Level 2/3 literacy skills. You will also attend an interview with the course leader. You may have already completed an education related NVQ at Level 3.

### How much is the course?

For current fees, please see the College Part-Time Prospectus. If you work in a school, you might be able to be sponsored by your employer.

### What qualification will I receive?

Foundation degree in Learning Support (equivalent to the first two years of a Bachelor degree).

### How is the course assessed?

Assessment will be through a variety of methods including: essay writing; presentations; research projects; portfolio compilation.

Assessment is completed by your tutors, through peer review and personal self-reflection. There are no timed examinations.

### What are the progression routes?

If you successfully complete the Foundation degree in Learning Support, you are guaranteed a place at the University of Greenwich for the final, third year of the Bachelor of Arts programme in either Education Studies, or Childhood Studies. The teaching of these programmes usually takes place on just one day per week, therefore enabling you to continue employment in schools for up to four days a week. Once you have obtained a Bachelor's degree, you can then apply to join the PGCE course at the University of Greenwich, or any other provider, to obtain full Qualified Teacher Status in Primary Education, or consider a range of career paths in areas such as: support and administration; policy and planning; adult education; education for learners with additional educational needs.

Replacing the Teaching Assistants' NVQ, this course is designed to:

- Enable those supporting learning in schools to obtain a professional qualification, or
- Equip those who would like to become a teaching, or learning support, assistant with the skills, knowledge and understanding to do so.

If you already work in a school supporting pupil learning, you can take this course in conjunction with your existing work. If you want to become a teaching assistant, you can expect to be placed in a school for at least one day a week and receive one day a week college input. The course can lead to either a Level 2 or Level 3 qualification for those already employed in the role, or to a Level 2 qualification for those wishing to become a teaching assistant.

### What does the course include?

At Level 2 there are five mandatory and two optional units. Among the units are topics such as:

- Providing support for learning activities
  - Help to keep children safe
  - Contribute to supporting bilingual/multilingual pupils
  - Provide displays
- At Level 3 – there are six mandatory and four optional units. Among the units are topics such as:
- Promote Positive Behaviour
  - Reflect on and develop practice
  - Support literacy development
  - Support pupils with cognition and learning needs

This list represents only some of the units available. For a full list of the units, please see the full qualification structure document.

### How long is the course?

The course usually takes one academic year.

### What do I need to get onto the course?

Before starting the course, you will need to demonstrate Literacy and Numeracy skills at Level 1 for the Level 2 course and at Level 2 for the Level 3 course. You will also be asked to complete a free-writing assignment and undergo an interview with a member of the delivery team. In addition, you will need to either work in a school supporting pupil learning, or be prepared to accept a placement in a school. Since you will be working with children, placement candidates will need to undergo a Criminal Records Bureau (CRB) check.

## Supporting Teaching & Learning in Schools (NVQ Level 2 And 3)

### What qualification will I receive?

NVQ Level 2 or 3 in Supporting Teaching and Learning in Schools

### How much is the course?

For current fees, please see the College Part-Time Prospectus. If you work in a school, you might be able to be sponsored by your employer, or have your fees paid through the Government's Train to Gain scheme.

### How will I be assessed?

You will be assessed by compiling a portfolio of evidence including, but not limited to the following:

- Written reflective accounts
- Research work
- Answers to questions to demonstrate knowledge
- Observation of practice in schools
- Discussions with your assessor

### What are the progression routes?

Progression can be to the Level 3 course, the Foundation Degree in Learner Support, the Higher-Level Teaching Assistant course, or a range of school-based CPD.



## Testimonials

*I have learnt so much on this course – I am finding it much easier to help the children with problems.*

**Lindsey Kirwan**

*Having spent years working as a volunteer in my own children's school, I wanted to gain a recognised qualification as a TA so that I could apply for work in an educational setting. This course has given me confidence and taught me a lot about how schools work.*

**Anne Yarham**

*This course has made me think about 'how' and 'why' we do things. It has made me more aware of school policies. A very positive experience.*

**Rachael Weekes**

## Support Work in Schools

The Support Work in Schools range of qualifications was designed to develop the skills and knowledge of those working in support roles in schools that are not covered by the Supporting Teaching & Learning in Schools qualifications. It is designed for those undertaking such roles as: Administrator, Premises Manager, IT Technician, Midday Meal Supervisor, etc. The qualification is flexible and can be adapted to suit a range of different roles undertaken by employees in schools.

### What does the course include?

Each level contains a number of mandatory units, concerned with the school environment as a place to work, covering such topics as: school policies, school staff roles and responsibilities, the needs of children and their development. There are also a number of optional units to tailor the qualification to your specific role, e.g. Administration, Catering, Site Maintenance, etc.

### How long is the course?

The range of courses can be completed within an academic year, or less, dependent on the level being taken. The course can be adapted according to the work schedule and guided learning needs of the individual student, and the specific requirements of the employer.

### What do I need to get onto the course?

To get onto the course you will need to be employed, or working voluntarily, in the role within a school environment. You will need to demonstrate literacy skills at Level 1

for a Level 2 qualification and at Level 2 for a Level 3 qualification.

### What qualification will I receive?

There is a range of qualifications dependent on your role, and the level at which you are ready to undertake. These qualifications are:

#### Level 2 Qualifications

Award in Support Work in Schools  
Certificate in Support Work in Schools

**Level 3 Qualifications** – appropriate if your role requires considerable responsibility or independence  
Award in Support Work in Schools  
Certificate in Support Work in Schools  
Diploma in Support Work in Schools

### How much is the course?

Fees for this course are paid for by the Training & Developments Agency, via the Local Authority. However, if this is the only course you are taking through the College, a registration fee may be payable. Please contact the College for the current fee.

## Support Work in Schools

### How will I be assessed?

You will collate a portfolio of evidence to demonstrate your competency – this will usually relate to tasks you carry out as part of your every day responsibilities, but will also include reflective accounts, observations by an assigned assessor and additional evidence. Your assessor will guide you as you gather evidence for your portfolio, and evaluate the evidence to ensure it meets the necessary standards.

### What are the progression routes?

These depend on the role you perform, but may be a higher level qualification within the range, or further vocational specialist courses.



## Access to Higher Education Diploma – Education Studies

Access programmes provide you with the qualifications to enter Higher Education Courses at Colleges and Universities, although you would still need to undergo an application and interview procedure. They are designed principally for those who did not take Level 3 courses at school, or those for who have not undertaken full-time education for some time and who would like the confidence that comes with refreshing one's knowledge and study skills.

### What does the course include?

The course comprises a number of mandatory and optional Modules in a variety of areas including:

- Essay Writing
- Research Project
- Study Skills
- Psychology
- Science
- Mathematics
- Information & Communication Technology (ICT)
- Professional Studies – Education

The Modules comprise a number of smaller units each carrying a credit value. Successful completion of the course requires that you pass 60 credits in all, 45 credits at Level 3 and 15 credits at either Level 2 or 3.

Learning takes place through lectures, seminars, supervised small or large group work, and through directed independent study. Individual tutorial sessions are also available.

### How long is the course?

The Access to HE – Education Studies course is a full-time course, generally delivered over three full days each week for a full academic year (usually 35 weeks).

### What do I need to get onto the course?

You will need to demonstrate Literacy and Numeracy skills at Level 2. Ideally you should have English and Mathematics at GCSE or its equivalent. Before enrolment on the course, you will undertake a Literacy and Numeracy diagnostic test, and complete a 'free-writing' exercise.

### What qualification will I receive?

You will receive the Access to Higher Education Diploma – Education Studies.

### How much is the course?

For current fees, please see the College Full-Time Prospectus.

## Access to Higher Education Diploma – Education Studies

### How will I be assessed?

You will be assessed in a variety of methods including, but not limited to:

- Written assignments – essays, discursive and narrative writing
- Portfolio building
- Presentations
- Research projects

The course can be completed at Pass, Merit or Distinction level.

### What are the progression routes?

Upon successful completion of the diploma, you can apply to Colleges and Universities for a place on an Education related degree, or other appropriate higher education course.



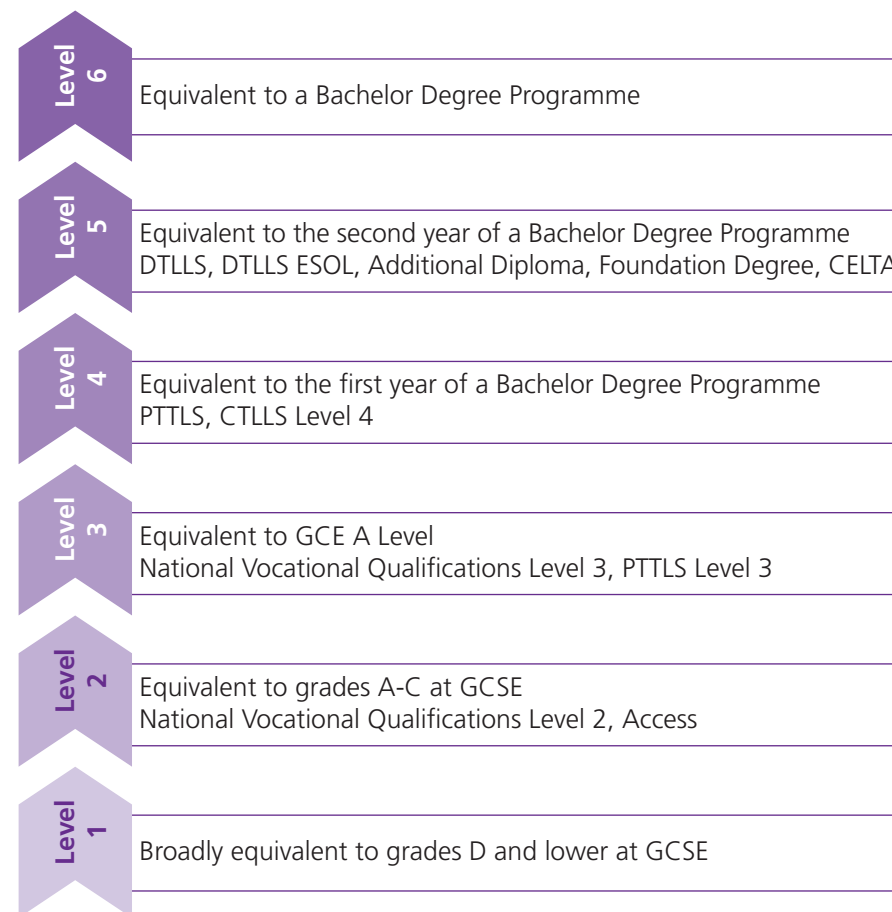
## Acronym and Jargon Buster

The Education Sector unfortunately uses a great number of acronyms and specialist terms. Detailed below are those used in this brochure, and others you may come across as you consider taking qualifications in this area.

Access	A course designed to provide entry qualifications for Higher Education
APEL	Accredited Prior Experiential Learning
ATLS	Associate Teacher, Learning & Skills Status
CELTA	Certificate in English Language Teaching to Adults
CPD	Continuing Professional Development
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
EFL	English as a Foreign Language
ESOL	English for Speakers of Other Languages
Foundation degree	A qualification equivalent to the first two years of a Bachelor's degree, but containing a significant work-based learning element
Higher Education	Education at Level 4 and above
IfL	Institute for Learning
Lifelong Learning Sector	Post-compulsory education
LLUK	Lifelong Learning, United Kingdom
LSC	Learning & Skills Council
NVQ	National Vocational Qualification
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QTLS	Qualified Teacher, Learning & Skills status
STLS	Supporting Teaching and Learning in Schools
Subject Specialism	An area of expertise in which a teacher delivers learning
SWiS	Support Workers in Schools

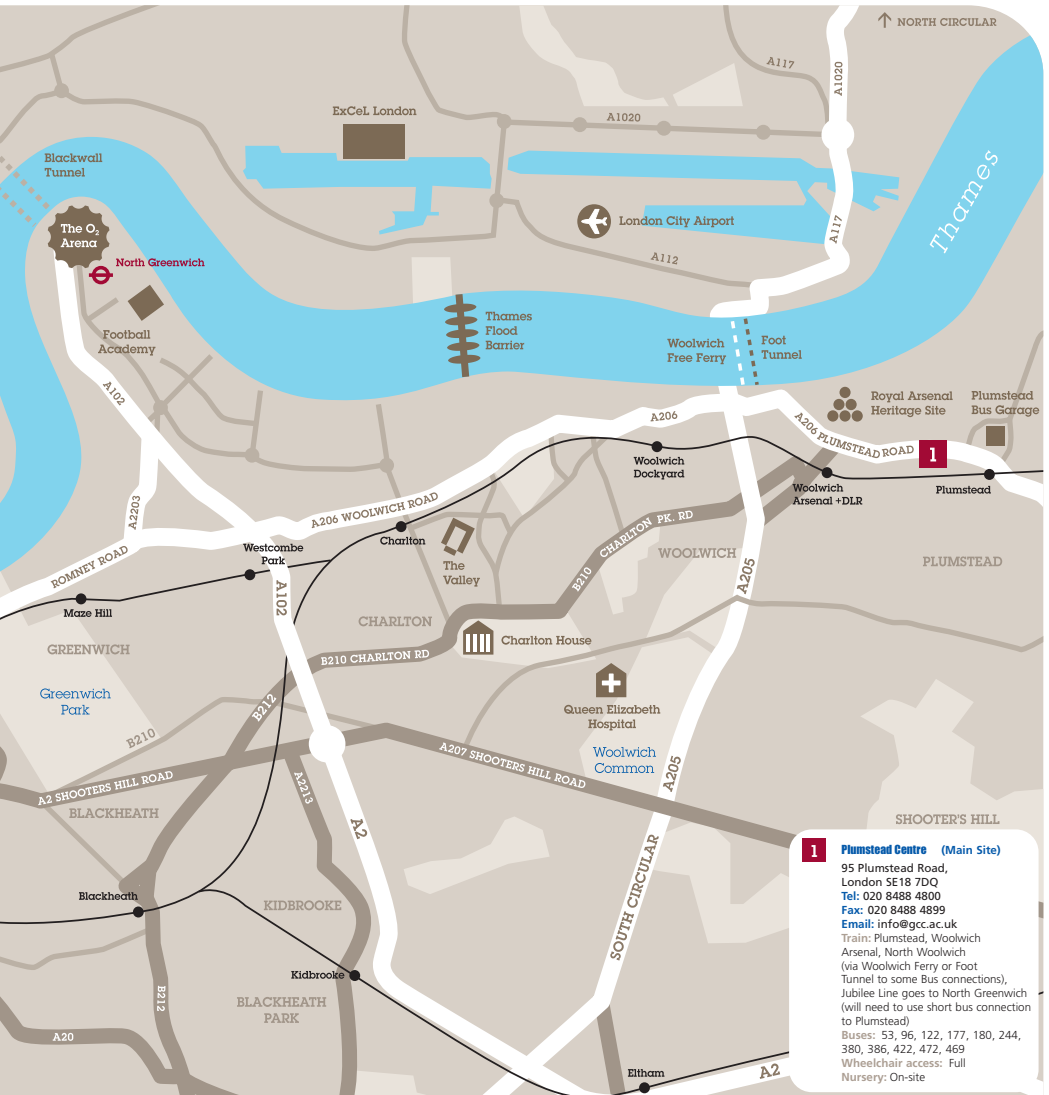
## Understanding the Levels

The diagram below illustrates the type of courses or equivalences associated with the qualifications in the brochure.



For further details on these courses please visit the Greenwich Community College Website, or speak with a member of the Education & Training Department at the College.

# College Location



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