Qualification Guidance

For awarding organisations, awarding bodies and higher education institutions

Level 3 Certificate in Teaching in the Lifelong Learning Sector

Level 4 Certificate in Teaching in the Lifelong Learning Sector

September 2011

Version 1.2

LSIS LEARNING AND SKILLS IMPROVEMENT SERVICE

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Glossary

This table gives definitions for each of the terms used and acronyms found in this document.

Acronym / Term	Definition
ACL	Adult and Community Learning
AB	Awarding body
AO	Awarding organisation
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notional hours of learning (QCF)
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
FE	Further education
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
HEI	Higher education institution
ITE	Initial teacher education
LSIS	Learning and Skills Improvement Service
OFQUAL	Office of Qualifications and Examinations Regulation
PTLLS	(Award in) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RoC	Rules of Combination
WBL	Work based learning

Section 1 - Introduction

1.1 Purpose of this document

This document has been written by the UK Qualifications and Skills Team, part of the Learning and Skills Improvement Service (LSIS). It is a guide for those awarding organisations (AO), awarding bodies (AB) and higher education institutions (HEI) wishing to develop one or both of the following qualifications or recognised equivalents:

- **Level 3 Certificate in Teaching in the Lifelong Learning Sector**
- **Level 4 Certificate in Teaching in the Lifelong Learning Sector**

These qualifications will replace the Qualifications and Credit Framework (QCF) qualifications introduced in 2007[1]. The qualifications were developed to meet the requirements of everyone involved, (or wishing to become involved) in an associate teaching[2] role in the further education (FE) sector in England. The changes have been made in response to sector demand for updating the qualifications and to provide increased flexibility to respond to the changing demands made of the further education sector.

During 2010/11, over 300 organisations and individuals contributed to a review of the generic and subject specific teaching qualifications developed in 2007. The qualifications were reviewed as an integrated suite, and changes in one qualification were reflected in others. This is especially true of the generic qualifications, where certain design features of the Awards are reproduced in the Certificates, and in turn reproduced in the overall structure of the Diploma. This is particularly important to note for awarding organisations which currently may be offering only a limited number of the qualifications.

The review did not include consideration of the Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (2006) as they continue to be well received. These standards continue to underpin practice in the sector as well as the

[1] Registrations on current certificate qualifications must end on 31st August 2012

[2] 'Teacher' is used in the document as a generic term that covers teachers, tutors, trainers, lecturers and instructors. For information on the associate teaching role download the document, Defining teacher roles and responsibilities in the further education sector in England

updated teaching qualifications. The standards are available on the LSIS excellence gateway. Download the professional standards

This document provides the technical information needed by awarding organisations, awarding bodies and higher education institutions to develop the Level 3 and Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) qualifications. Additional guidance is available for HEIs: Qualifications for teaching in the FE sector in England: A companion guide for higher education institutions.
This document does not include general information for the sector. This will be made available in an LSIS guidance document in late autumn 2011. It will include introductory information on teaching qualification requirements, recent changes to the qualifications and progression routes.

1.2 How to use this document

The document is arranged as follows:

- **Section 1** provides background and brief design principles for the qualification suite as a whole. It also includes information on credit transfer and recognition.
- **Section 2** gives details of the qualification requirements and the rules of combination for the Level 3 Certificate in Teaching in the Lifelong Learning Sector.
- **Section 3** gives details of the qualification requirements and the rules of combination for the Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- **Section 4** includes all mandatory and restricted optional units of assessment.

1.3 The design features of the qualifications

The design features of the updated qualifications are consistent with the main design features of the Qualifications and Credit Framework (QCF). Knowledge of the QCF is a pre-requisite for awarding organisations to be able to specify the qualification requirements. An up to date introduction to the QCF can be found on the Ofqual website www.ofqual.gov.uk.

Units of assessment

The units that make up the new CTLLS qualifications are now available for awarding organisations in the Regulatory Information Technology System (RITS) of Ofqual. When

an awarding organisation has a qualification available there will be public access to the units in 'The Register'. For all those developing qualifications, including higher education institutions, LSIS has included the mandatory and restricted optional units in this document. The open optional units of assessment are available in a separate document: *Qualifications for teaching in the FE sector in England - All open optional unit of assessment*. Download the all open optional units document from the LSIS website.
If you would like any of the units of assessment in word format please contact the **Information and Advice Service (IAS)** on **0300 303 1877 or email**: lluk.advice@lsis.org.uk

The rules of combination for these qualifications are based on units of three different kinds. The distinctions are based in part on the regulatory requirements of the QCF and in part on priorities of LSIS. Each of the qualifications enables credits to be achieved through one or more of the following kinds of unit: mandatory units, restricted optional units and open optional units.

Mandatory units

As the QCF term implies, these are units that must be completed in order for the qualification to be achieved. There are far fewer mandatory credits in the updated qualifications compared to the certificate qualifications introduced in 2007. Reducing the number of mandatory units, and the proportion of credits that must be achieved through these units, opens up the opportunity to recognise a far wider range of achievements through optional units relevant to a wide range of employment roles. There may be concern that there are too few mandatory units in the updated qualifications compared to 2007 versions of the qualifications. However, it should be noted that some units are optional only in as much as the unit is available at level 3 and level 4 and for many others the choice is restricted (see below)

Restricted optional units

'Restricted' and 'open' are terms used by LSIS to draw a distinction between the ways that optional units are used in these qualifications. In the rules of combination optional units are grouped. Choice in some of the groups is limited to ensure that required content is covered while still allowing a degree of flexibility in the choice of units for part of a qualification. In particular, restricted optional units are used to provide the opportunity to take units from Learning and Development qualifications. Restricted optional units therefore encourage movement between different teaching activity and context within the

sector, while ensuring that essential skills and knowledge are covered within each qualification.

Open optional units

In addition to the restricted optional units, the qualifications also offer the opportunity to achieve credits through 'open' groups of optional units. As the term implies, these groups of units offer a wide range of opportunities for specialist or 'niche' skills and knowledge to be recognized within a qualification. They are used to recognise achievements within the qualifications that go beyond the essential requirements of a qualification but enhance professional expertise in a particular area. There is one group of open optional units in each of these certificate qualifications – Group G in the Level 3 qualification and Group I in Level 4. A list of open optional units is provided in each RoC in this document. The units themselves can be found in RITS and also a companion document: *Qualifications for teaching in the FE sector in England - All open optional units of assessment.*

Awarding organisations will use the RoC to develop their own qualifications. There is no requirement for them to offer all the open optional units in the RoC but they must offer sufficient to enable a learner to complete the qualification. LSIS expects that over time more units will be added to the open optional groups to ensure the qualifications are up to date and respond to changing demands on the sector. LSIS will work with partners to ensure a mechanism is developed for reviewing the open optional units and adding or removing them in a controlled way.

The open optional groups contain units developed specifically for these certificate qualifications in 2007. Units are also included that have been developed for other qualifications, including those for learning and development. These are considered appropriate for the many related roles undertaken by teachers - particularly in work based learning (WBL) and adult and community learning (ACL).

Open optional units available in the RoC in September 2011

All units available in the current RoC and in RITS are listed in Group G for the Level 3 Certificate and Group I for the Level 4. Units developed in 2007 have been updated and made compliant for the QCF. Units from the learning and development qualifications have also been included.

Open optional units available in the RoC in December 2011

Many units proposed as open optional units are still under consideration. Units from 2007 that are not currently in the RoC include those for technology. These have been delayed

to give more time for consideration of the findings of the recent LLUK review and rapidly changing practice in this area. Units from other suites of qualifications include those from working with parents, family learning, careers and management qualifications. At this time LSIS is working with partners, as part of its on-going review of units, to agree which of these units should be included and of those which would need updating and making compliant with the QCF. LSIS will also consider if the development of new units would be of value at this time. LSIS expects to complete the open optional lists of units by December 2011. Awarding organisations will be notified of any additions to these open optional groups at that time.

Listing of optional units

The group of open optional units will be extensive when other units are added in December. LSIS plans to provide the list of units organised in a number of ways to assist in the selection of units by awarding organisations, centres and individuals. The open optional groups in the RoC are presented in alphabetical order for easy reference. To assist individuals in the selection of units, LSIS will also developed lists of the units by level and by theme/subject. These will be included in the companion document containing all open optional units of assessment to be re-issued in December.

1.4 Progression

Teaching qualifications for the FE sector were reviewed and updated as an integrated suite, with changes in one qualification being reflected in others. Teachers in an associate teaching role should enrol on one of the certificate qualifications. If they wish to take a PTLLS award as a first step, the content of these programmes is included in the certificate programmes and can be recognised. If QCF qualifications are achieved the units and credits are recognised by all Ofqual recognised awarding organisations.

Having completed a Certificate qualification a teacher may then choose to undertake a DTLLS programme. They may do this because they have changed to a full teaching role or because they may wish to do so in the future. (Some may have taken the CTLLS as a step towards a DTLLS qualification. This is a misconception as the CTLLS was never designed as a staging qualification. Those in or aspiring to a full teaching role should enrol on a DTLLS programme. To enrol immediately on an appropriate teaching qualification is an efficient and effective route to qualification). As the mandatory and restricted optional units from these certificates are also included in DTLLS they will be able to use this credit towards achievement of the Diploma. In QCF qualifications the

twelve open optional credits will additionally contribute to the achievement of DTLLS. HEIs are encouraged to recognise this credit where they can.

However, moving from one qualification to another would not be easy without an agreement on the sequence of delivery. The QCF rules of combination do not require any particular sequence of unit delivery. Programme delivery may also be 'holistic' providing further barriers to movement from one programme to another. An agreement is especially important if a trainee teacher wishes to move from a qualification programme in the QCF to a qualification in the Framework for Higher Education Qualifications (FHEQ). HEI 'equivalent' qualifications do not have to follow the QCF structures and can vary significantly from one HEI to another. Level is an additional factor in progression to HEI programmes.

Continuing support for the 2007 credit transfer and recognition agreement between awarding organisations and higher education institutions was identified in the LLUK review of teaching qualifications. This agreement attempts to ease movement between programmes by establishing an overall sequence of delivery for this suite of qualifications and providing clear points of entry to programmes. The sequence includes whole and part qualifications. Not all the difficulties associated with the recognition of credit can be overcome by the agreement. It is important that potential trainee teachers have access to the information they need to make choices about the qualifications they need to undertake. Some of the important information is detailed here.

- LSIS requires the DTLLS qualification to be delivered in two parts of approximately sixty credits each (this can vary in some of the literacy, numeracy and ESOL diplomas). The mandatory and restricted optional units are assigned to one of the parts and must not be delivered in the other. The PTLLS and CTLLS elements are in Part 1. Sequencing delivery into two parts supports those wishing to move to another programme at a mid point, providing them with a clear entry point to Part 2.

- LSIS requires the units included in the PTLLS awards to be delivered before other units in these certificate qualifications. This will allow those who have achieved a PTLLS Award to join the CTLLS programme at an appropriate point. The units to be delivered first are specified for each qualification in the relevant section below

- Trainee teachers may join a certificate qualification programme already holding a PTLLS Award. LSIS recognises the six (6) and twelve (12) credit PTLLS

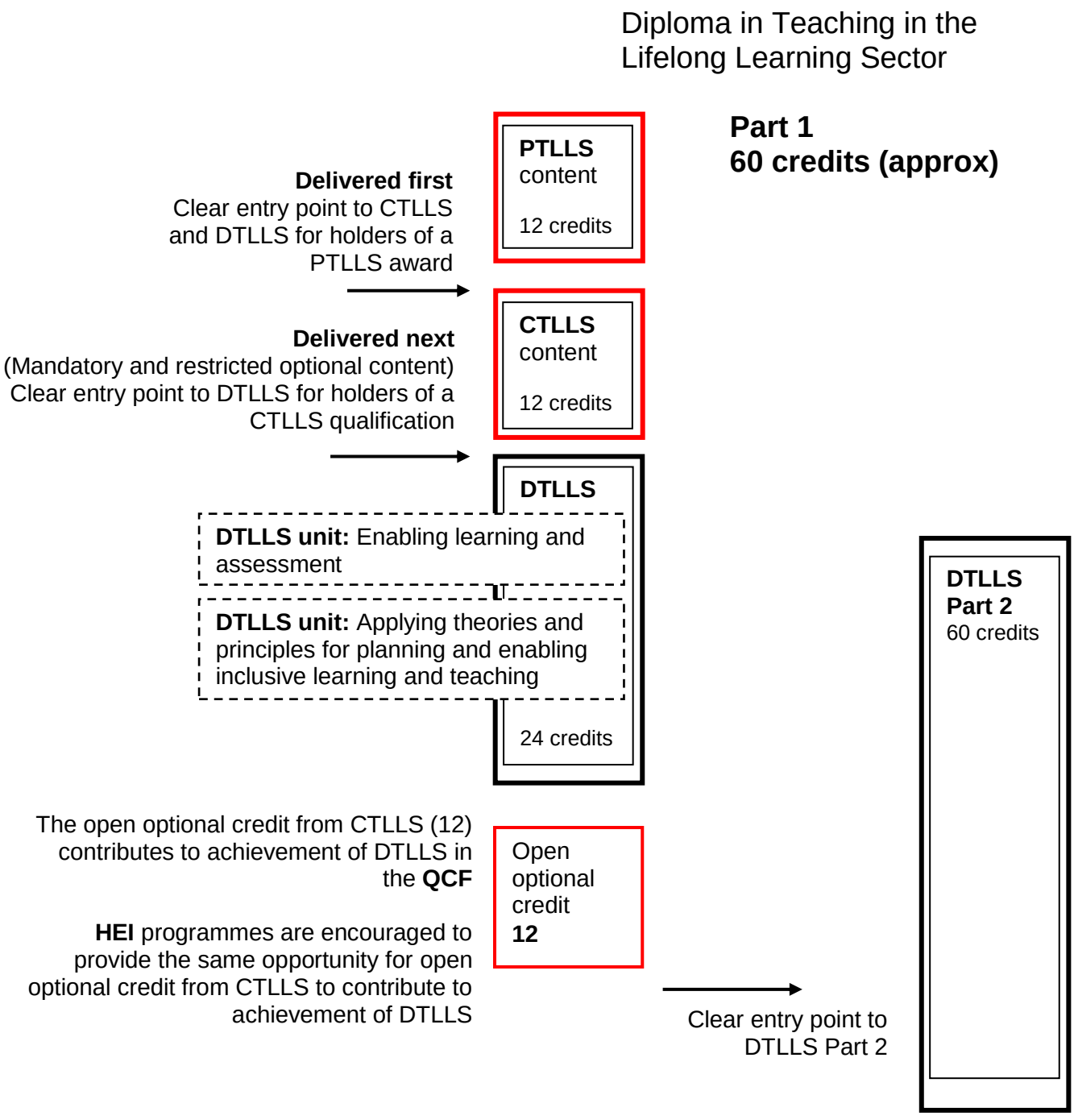
qualifications as meeting the same requirements. Therefore Recognition of Prior Learning will apply to the fullest extent between the two versions of the qualification when learners progress to CTLLS. This will also apply to progression to DTLLS. Learners should not be required to present new evidence during this process. Ofqual have confirmed their agreement to this approach

- The mandatory and restricted optional credit in the Certificate qualifications (24 credits) can be used towards achievement of the DTLLS qualification. LSIS requires DTLLS programmes to deliver the content of these CTLLS units in sequence after PTLLS. This will allow those who have achieved a CTLLS Certificate to join the DTLLS programme at an appropriate point. It is part of the transfer and recognition agreement that HEIs will also provide a similar opportunity.

- For qualifications developed in the QCF the twelve open optional credits from CTLLS will additionally contribute to the achievement of DTLLS. Recognising this credit is not part of the credit transfer and recognition agreement. HEIs are encouraged to support this recognition where possible.

- Achievement of the Diploma in Teaching in the Lifelong Learning Sector permits a maximum of twelve (12) credits at Level 3. Those trainee teachers undertaking PTLLS and CTLLS qualifications should be made aware of this when deciding which level of qualification to undertake. They should also be aware that is difficult for many HEIs to recognise credit at level 3.

Credit transfer and recognition agreement



Section 2

Level 3 Certificate in Teaching in the Lifelong Learning Sector

The Level 3 Certificate Teaching in the Lifelong Learning Sector (CTLLS) is the teaching qualification developed particularly for the associate teaching role in the further education sector in England – though it can be used more widely. It prepares trainee teachers for teaching in a wide range of contexts. A Certificate in Teaching in the Lifelong Learning Sector at level 4 is also available. The primary purpose and content of the two certificate qualifications is the same. Candidates should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other teaching roles and qualifications.

These certificate qualifications are not appropriate for teachers of literacy, numeracy and ESOL. These teachers are deemed always to be undertaking a full teaching role. Teachers of literacy, numeracy and ESOL falling within the 2007 regulations must therefore achieve a teaching qualification for the full teaching role.

Purpose

The Level 3 Certificate qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. It is the required qualification for those teaching in an associate teaching role. The purpose of the qualification in the QCF: ***D2*** *Confirm the ability to meet a 'licence to practise' or other legal requirements made by the relevant sector, professional or industry body*

Credit value of the qualification

36

Guided Learning hours for the qualification

160

Please refer to the rules of combination below for details of guided learning hours for each unit of assessment.

Age range for Skills Funding Agency Purposes

These qualifications are listed as appropriate for learners of 19+

Entry requirements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and agree an action plan to address them. If candidates join the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed.

There are no other nationally agreed entry requirements

Practice

There is a requirement for a minimum of 30 hours of practice. There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken that specify that purpose. There are particular requirements for certain units in this qualification. These requirements are detailed below.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. LSIS recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

- the number of teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a variety of learners
- teaching individuals and groups
- experience of non-teaching roles
- gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.

For the following units there is no requirement to undertake practice

- Roles, responsibilities and relationships in lifelong learning (Level 3)
- Understanding inclusive learning and teaching in lifelong learning (Level 3)
- Principles of assessment in lifelong learning (Level 3)
- Understanding the principles and practices of assessment (Level 3)

For the following unit there is a requirement to undertake micro teaching for assessment purposes.

- Using inclusive learning and teaching approaches in lifelong learning (Level 3)

This will allow candidates to start on programmes and achieve units without a practical teaching element

However, this is a minimum requirement and centres may wish to include a practice requirement for their programme.

The following units require candidates to undertake practice in a teaching and learning environment. This can be with individual learners, groups of learners or a combination of both.

- Delivering lifelong learning (Level 3)
- Assessing learners in lifelong learning (Level 3)
- Planning to meet the needs of learners (Level 3)
- Using resources for lifelong learning (Level 3)

Note: where trainee teachers are working solely with individuals a programme may also include support and preparation for working with groups when appropriate

The following units require candidates to undertake practice in a work environment. Practice should be in the appropriate context – either with groups of learners or with individual learners.

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Assess vocational skills, knowledge and understanding (Level 3)
- Identify individual learning and development needs (Level 3)
- Develop and prepare learning and development resources (Level 4)

Other units from the qualifications for learning and development are available as open optional units. These also require candidates to undertake practice in a work environment.

- Develop learning and development programmes (Level 4)
- Engage learners in the learning and development process (Level 3)
- Engage with employers to develop and support learning provision (Level 3)
- Engage with employers to facilitate workforce development (Level 4)
- Identify the learning needs of organisations (Level 4)
- Internally assure the quality of assessment (Level 4)

Observed and assessed practice

There must be a minimum of 3 observations totaling a minimum of 3 hours. (This excludes any observed practice completed as part of a PTLLS award). Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. Observations can be formative and summative. LSIS recognises the importance of feedback for the development of teachers in initial training. The awarding organisation will decide the sufficiency of evidence required make a judgment about the standard of practice. These are minimum requirements whatever combination of units is undertaken by a candidate to achieve the qualification. Awarding organisations may make additional requirements is they so wish. There are particular assessment requirements for certain units and these are detailed below.

All those observing and assessing practice should have:

- appropriate qualifications and experience to do so
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes

For the following units there is no requirement to observe and assess practice in a teaching and learning environment. This will allow candidates to start on programmes and achieve units without a practical teaching element. Awarding organisations may include a requirement in their qualification if they wish.

- Roles, responsibilities and relationships in lifelong learning (Level 3)
- Understanding inclusive learning and teaching in lifelong learning (Level3)
- Principles of assessment in lifelong learning (Level 3)
- Understanding the principles and practices of assessment (Level 3)

If no observation and assessment of practice is considered appropriate for a particular cohort undertaking these particular units then candidates should be involved in at least one hour of microteaching for the following unit.

- Using inclusive learning and teaching approaches in lifelong learning (Level 3)

Each candidate must deliver at least one 15 minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates.

The following units require the practice of candidates to be observed and assessed in a teaching and learning environment. Observations can be formative and summative.

- Delivering lifelong learning (Level 3)
- Assessing learners in lifelong learning (Level 3)
- Planning to meet the needs of learners (Level 3)
- Using resources for lifelong learning (Level 3)

The following units assess occupational competence and require candidates to be assessed in a work environment. Practice assessed should be in the appropriate context – either with individual learners or groups of learners.

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Identify individual learning and development needs (Level 3)
- Develop and prepare learning and development resources (Level 4)

There are additional requirements for those who assess these units. They must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
  - the Level 3 Award in Assessing Competence in the Work Environment or
  - the Level 3 Certificate in Assessing Vocational Achievement, or
  - A1 Assess candidate performance using a range of methods, or
  - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and learning and development.

Units for assessing and assuring the quality of assessment

Many of the units in this suite of qualifications are available in the Level 3 Certificate in Teaching in the Lifelong Learning Sector

Included as restricted optional units are:

- Understanding the principles and practices of assessment (Level 3)
- Assess vocational skills, knowledge and understanding (Level 3)

Included as open optional units are

- Assess occupational competence in the work environment (Level 3)
- Understanding the principles and practices of internally assuring the quality of assessment (Level 4)
- Internally assure the quality of assessment (Level 4)

If these units are delivered the assessment strategy of the associated qualifications from the learning and development suite must be adhered to. This can be found in Appendix 1 of this document.

Credit transfer and recognition

Any of the following units selected from the CTLLS RoC must be delivered at the beginning of the programme:

- Roles, responsibilities and relationships in lifelong learning (Level 3)
- Understanding inclusive learning and teaching in lifelong learning (Level 3)
- Using inclusive learning and teaching approaches in lifelong learning (Level 3)
- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Principles of assessment in lifelong learning (Level 3)
- Understanding the principles and practices of assessment (Level 3)

This will support trainees to achieve the PTLLS requirement within their first year of training and will allow those holding a PTLLS award to join a CTLLS programme at an identified point.

Minimum core of literacy, language, numeracy and ICT

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications. Details can be found in the document:

- ***Addressing Literacy, Language, Numeracy and ICT needs in education and training****: Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes (LLUK 2007)*

Download the document from the LSIS Excellence gateway

Requirements for knowledge and understanding elements

Elements should be selected appropriate to context and needs of each cohort of trainee teachers. The selected elements should be delivered and assessed across the following mandatory and restricted optional units:

- Delivering lifelong learning (Level 3)
- Assessing learners in lifelong learning (Level 3) **or**

  Assess vocational skills, knowledge and understanding (Level 3)
- Planning to meet the needs of learners (Level 3) **or**

  Identify the learning needs of individuals (Level 3)
- Using resources for lifelong learning (Level 3) **or**

  Develop and prepare learning and development resources (Level 3)

There is no requirement to deliver or assess knowledge and understanding elements of the minimum core in the units of assessment that are part of the PTLLS requirement.

Requirements for personal skills elements in English, mathematics and ICT

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. If candidates join the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed. Using the results of these assessments programmes should provide the opportunity to develop their skills informed by the appropriate minimum core elements. Opportunities to develop these personal skills should be across the mandatory and restricted optional units as a minimum. LSIS supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as associate teachers.

Key to Diagram

M - Mandatory unit

O - Optional unit

Award

Certificate

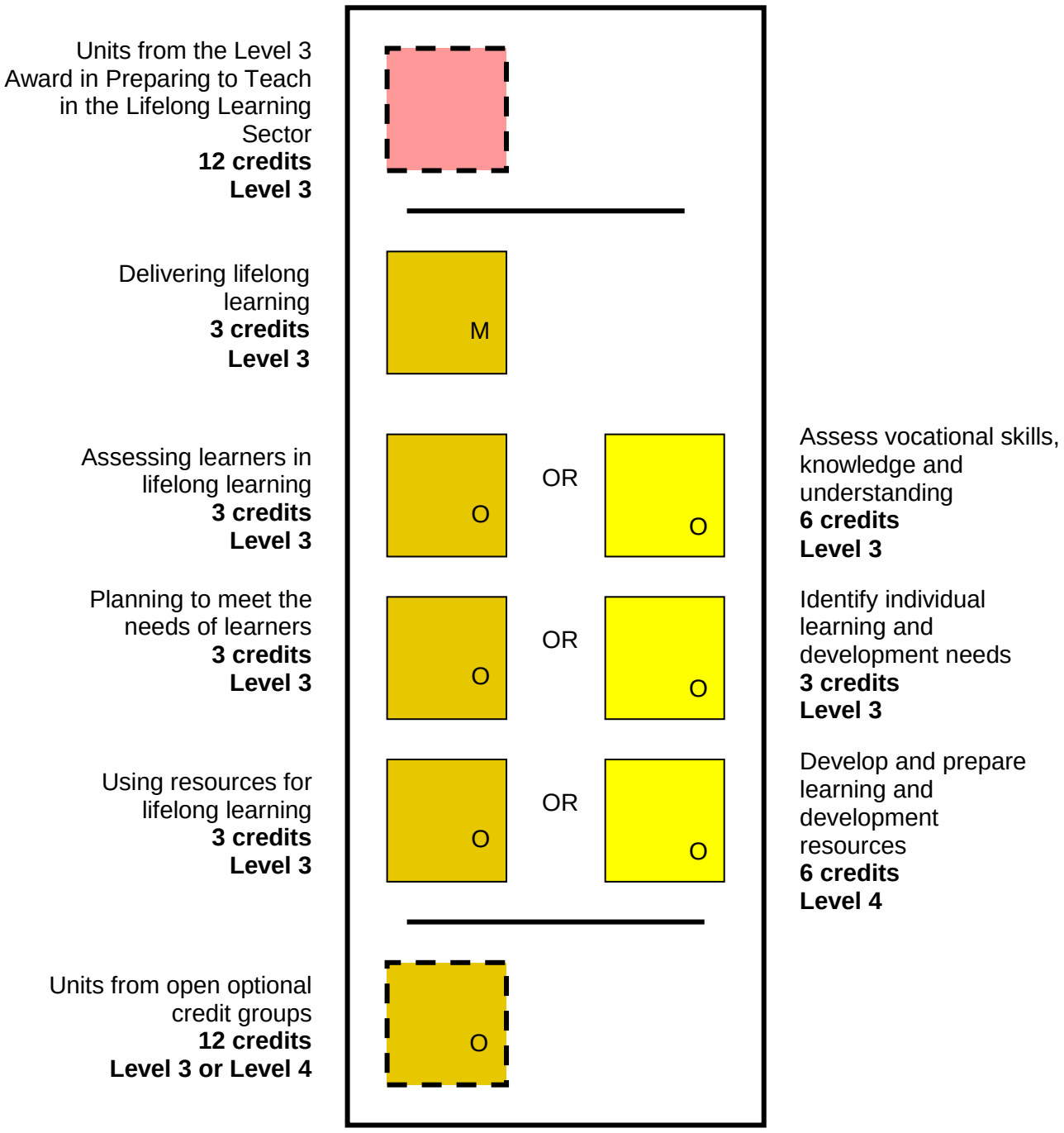
Unit from learning and development qualifications

Qualification or group of units of assessment (dotted line)

Qualification structure at a glance

Level 3 Certificate in Teaching in the Lifelong Learning Sector

36 credits



Rules of combination

Level 3 Certificate in Teaching in the Lifelong Learning Sector

To be awarded this qualification the learner must achieve a total of 36 credits.

- 6 credits from Group A
- 6 credits from Group B
- 3 credits from Group C
- 3 credits from Group D
- 3 credits from Group E
- 3 credits from Group F
- 12 credits from Group G (optional units)

Level 3 Certificate in Teaching in the Lifelong Learning Sector			
Total credit value of qualification: 36 credits			
Credit value at Level 3 or above	36 credits		
Credit value of mandatory units	6 credits		
Credit value of optional units	30 credits		
Unit title	**Level**	**Credit Value**	**GLH**
Group A *Six (6) credits must be achieved from this group*			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Delivering lifelong learning	3	3	15
Group B *Six (6) credits must be achieved from this group*			
Understanding inclusive learning and teaching in lifelong learning	3	3	12
Using inclusive learning and teaching approaches in lifelong learning	3	3	12
Facilitate learning and development for individuals	3	6	25
Facilitate learning and development in groups	3	6	25
Group C *Three (3) credits must be achieved from this group*			
Principles of assessment in lifelong learning	3	3	12
Understanding the principles and practices of assessment	3	3	24
Group D *Three (3) credits must be achieved from this group*			
Assessing learners in lifelong learning	3	3	15
Assess vocational skills, knowledge and understanding	3	6	30
Group E *Three (3) credits must be achieved from this group*			
Planning to meet the needs of learners	3	3	15
Identify individual learning and development needs	3	3	24
Group F *Three (3) credits must be achieved from this group*			
Using resources for lifelong learning	3	3	15
Develop and prepare resources for learning and development	4	6	25
Group G *Twelve(12) credits must be achieved from this group*			

Assess occupational competence in the work environment	3	6	30
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	3	6	30
(The) Coaching and mentoring roles	3	6	30
(The) Coaching and mentoring roles	4	6	30
Develop learning and development programmes	4	6	30
Engage learners in the learning and development process	3	6	30
Engage with employers to develop and support learning provision	3	6	25
Engage with employers to facilitate workforce development	4	6	30
Equality and diversity	3	6	25
Equality and diversity	4	6	25
Evaluating learning programmes	4	3	15
Identify the learning needs of organisations	4	6	30
Inclusive practice	4	15	50
Internally assure the quality of assessment	4	6	45
(The) Lifelong learning sector	4	15	50
Preparing for the coaching role	3	3	15
Preparing for the coaching role	4	3	15
Preparing for the mentoring role	3	3	15
Preparing for the mentoring role	4	3	15
Principles and practice of lipreading teaching	4	12	48
Provide information and advice to learners and employers	3	3	20
Quality procedures within the lifelong learning sector	3	6	25
Quality procedures within the lifelong learning sector	4	6	20
Teaching in a specialist area	4	15	50
Understanding the principles and practices of internally assuring the quality of assessment	4	6	45
Understanding and managing behaviours in a learning environment	4	6	20
Using study skills approaches and techniques to enhance the learning of others	4	6	25
Working with individual learners	4	15	50
Working with individuals and small groups in a learning environment	4	9	30
Working with the 14-16 age range in the learning environment	4	9	30

Section 3

Level 4 Certificate in Teaching in the Lifelong Learning Sector

The Level 4 Certificate Teaching in the Lifelong Learning Sector is the teaching qualification developed particularly for the associate teaching role in the further education sector in England – though it can be used more widely. It prepares trainee teachers for teaching in a wide range of contexts. A Certificate in Teaching in the Lifelong Learning Sector at level 3 is also available. The purpose and content of the two certificate qualifications is the same. Candidates should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other teaching roles and qualifications.

These certificate qualifications are not appropriate for teachers of literacy, numeracy and ESOL. These teachers are deemed always to be undertaking a full teaching role. Teachers of literacy, numeracy and ESOL falling within the 2007 regulations must therefore achieve a teaching qualification(s) for the full teaching role.

Purpose

The Level 4 Certificate qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. It is the required qualification for those teaching in an associate teaching role.

The purpose of the qualification in the QCF D2 Confirm the ability to meet a 'licence to practise' or other legal requirements made by the relevant sector, professional or industry body

Credit value of the qualification

36 (minimum 24 at level 4 or above)

Guided Learning hours for the qualification

160

Please refer to the rules of combination below for details of guided learning hours for each unit of assessment.

Age range for Skills Funding Agency Purposes

These qualifications are listed as appropriate for learners of 19+

Entry requirements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and agree an action plan to address them. If candidates join the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed.

There are no other nationally agreed entry requirements

Practice

There is a requirement for a minimum of 30 hours of practice. There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken that specify that purpose. There are particular requirements for certain units in this qualification. These are detailed below.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. LSIS recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

- the number of teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a variety of learners
- teaching individuals and groups
- experience of non-teaching roles
- gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.

The following units require candidates to undertake practice in a teaching and learning environment. This can be with individual learners, groups of learners or a combination of both.

- Delivering lifelong learning (Level 3 and Level 4)
- Assessing learners in lifelong learning (Level 3 and Level 4)
- Planning to meet the needs of learners (Level 3 and Level 4)
- Using resources for lifelong learning (Level 3 and Level 4)

Note: where trainee teachers are working solely with individuals a programme may also include support and preparation for working with groups when appropriate

For the following units there is no requirement to undertake practice

- Roles, responsibilities and relationships in lifelong learning (Level 3 and Level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Principles of assessment in lifelong learning (Level 3 and Level 4)
- Understanding the principles and practices of assessment (Level 3)

For the following unit there is no requirement to undertake practice other than as microteaching for assessment purposes:

- Using inclusive learning and teaching approaches in lifelong learning (Level 3 and 4)

This will allow candidates to start on programmes and achieve units without a practical teaching element

However, this is a minimum requirement and centres may wish to include a practice requirement for their programme.

The following units require candidates to undertake practice in a work environment. Practice should be in the appropriate context – either with groups of learners or with individual learners.

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Manage learning and development in groups (Level 4)
- Assess vocational skills, knowledge and understanding (Level 3)
- Identify individual learning and development needs (Level 3)
- Develop and prepare learning and development resources (Level 4)

Other units from the qualifications for learning and development are available as open optional units. These also require candidates to undertake practice in a work environment.

- Develop learning and development programmes (Level 4)
- Engage learners in the learning and development process (Level 3)
- Engage with employers to develop and support learning provision (Level 3)
- Engage with employers to facilitate workforce development (Level 4)
- Identify the learning needs of organisations (Level 4)
- Internally assure the quality of assessment (Level 4)

Observed and assessed practice

There must be a minimum of 3 observations totaling a minimum of 3 hours. (This excludes any observed practice completed as part of a PTLLS award). Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. Observations can be formative and summative. The awarding organisation will decide the sufficiency of evidence required make a judgment about the standard of practice. These are minimum requirements whatever combination of units is undertaken by a candidate to achieve the qualification. Awarding organisations may make additional requirements is they so wish. There are particular assessment requirements for certain units and these are detailed below.

All those observing and assessing practice should have:

- appropriate qualifications and experience to do so
- access to appropriate guidance and support

- on-going participation in related programme quality assurance processes

For the following units there is no requirement to observe and assess practice in a teaching and learning environment. This will allow candidates to start on programmes and achieve units without a practical teaching element. Awarding organisations may include a requirement in their qualification if they wish.

- Roles, responsibilities and relationships in lifelong learning (Level 3 and 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 and 4)
- Principles of assessment in lifelong learning (Level 3 and 4)
- Understanding the principles and practices of assessment (Level 3)

If no observation and assessment of practice is considered appropriate for a particular cohort then candidates should be involved in at least one hour of microteaching for the following unit.

- Using inclusive learning and teaching approaches in lifelong learning (Level 3 and 4)

Each candidate must deliver at least one 15 minute micro teaching session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates.

The following units require the practice of candidates to observed and assessed in a teaching and learning environment. Observations can be formative and summative.

- Delivering lifelong learning (Level 3 and Level 4)
- Assessing learners in lifelong learning (Level 3 and Level 4)
- Planning to meet the needs of learners (Level 3 and Level 4)
- Using resources for lifelong learning (Level 3 and Level 4)

The following units assess occupational competence and require candidates to be assessed in a work environment. Practice assessed should be in the appropriate context – either with individual learners or groups of learners.

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Manage learning and development in groups (Level 4)
- Identify individual learning and development needs (Level 3)
- Develop and prepare learning and development resources (Level 4)

There are additional requirements for those who assess these units. They must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
    - the Level 3 Award in Assessing Competence in the Work Environment or
    - the Level 3 Certificate in Assessing Vocational Achievement, or
    - A1 Assess candidate performance using a range of methods, or
    - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and learning and development.

Units for assessing and assuring the quality of assessment

Many of the units in this suite of qualifications are available in the Level 3 Certificate in Teaching in the Lifelong Learning Sector

Included as restricted optional units are:

- Understanding the principles and practices of assessment (Level 3)
- Assess vocational skills, knowledge and understanding (Level 3)

Included as open optional units are

- Assess occupational competence in the work environment (Level 3)
- Understanding the principles and practices of internally assuring the quality of assessment (Level 4)
- Internally assure the quality of assessment (Level 4)

If these units are delivered the assessment strategy of the associated qualifications from the learning and development suite must be adhered to. This can be found in Appendix 1 of this document.

Credit transfer and recognition

Any of the following units selected from the CTLLS RoC must be delivered at the beginning of the programme

- Roles, responsibilities and relationships in lifelong learning (Level 3 or level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 or level 4)
- Using inclusive learning and teaching approaches in lifelong learning (Level 3 or level 4)
- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Manage learning and development in groups (Level 4)
- Principles of assessment in lifelong learning (Level 3 or level 4)
- Understanding the principles and practices of assessment (Level 3)

This will support trainees to achieve the PTLLS requirement within their first year of training and will allow those holding a PTLLS award to join a CTLLS programme at an identified point.

Minimum core of literacy, language, numeracy and ICT
Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications. Details can be found in the document:

- ***Addressing Literacy, Language, Numeracy and ICT needs in education and training****: Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes (LLUK 2007)*

Download the document from the LSIS Excellence gateway

Requirements for knowledge and understanding elements

Elements should be selected appropriate to context and needs of each cohort of trainee teachers. The selected elements should be delivered and assessed across the following mandatory and restricted optional units:

- Delivering lifelong learning (Level 3 or level 4)
- Assessing learners in lifelong learning (Level 3 or level 4) **or**

  Assess vocational skills, knowledge and understanding (Level 3)
- Planning to meet the needs of learners (Level 3 or level 4) **or**

  Identify the learning needs of individuals (Level 3)
- Using resources for lifelong learning (Level 3 or level 4) **or**

  Develop and prepare learning and development resources (Level 4)

There is no requirement to deliver or assess knowledge and understanding elements of the minimum core in the units of assessment that are part of the PTLLS requirement.

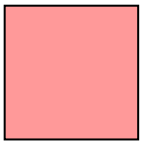
Requirements for personal skills in English, mathematics and ICT elements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. If candidates join the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed. Using the results of these assessments programmes should provide the opportunity to develop their skills informed by the appropriate minimum core elements. Opportunities to develop these personal skills should be across the mandatory and restricted optional units as a minimum. LSIS supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as associate teachers.

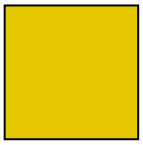
Key to Diagram

M - Mandatory unit

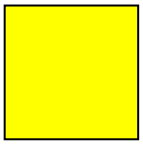
O - Optional unit



Award



Certificate



Unit from learning and development qualifications

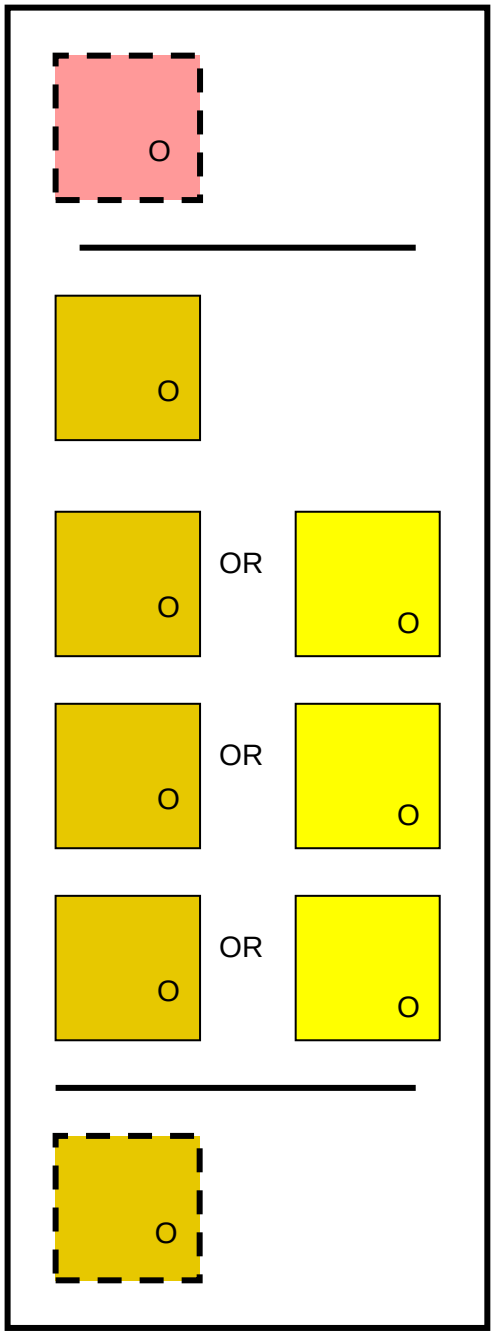
Qualification or group of units of assessment (dotted line)

Qualification structure at a glance

Level 4 Certificate in Teaching in the Lifelong Learning Sector

36 credits (Minimum of 24 credits at level 4 or above)

Units from the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector
12 credits
Level 3 or Level 4



Delivering lifelong learning
3 credits
Level 3 or Level 4

Assessing learners in lifelong learning
3 credits
Level 3 or Level 4

Assess vocational skills, knowledge and understanding
6 credits
Level 3

Planning to meet the needs of learners
3 credits
Level 3 or Level 4

Identify individual learning and development needs
3 credits
Level 3

Using resources for lifelong learning
3 credits
Level 3 or Level 4

Develop and prepare resources for learning and development
6 credits
Level 4

Units from open optional credit groups
12 credits
Minimum of Level 3

Rules of combination

Level 4 Certificate in Teaching in the Lifelong Learning Sector

To be awarded this qualification the learner must achieve a total of 36 credits.

A minimum of 24 credits must be at level 4 or above

- 3 credits from Group A
- 6 credits from Group B or Group C
- 3 credits from Group D
- 3 credits from Group E
- 3 credits from Group F
- 3 credits from Group G
- 3 credits from Group H
- 12 credits from Group I (optional units)

Level 4 Certificate in Teaching in the Lifelong Learning Sector			
Total credit value of qualification: 36 credits			
Credit value at Level 4 or above	Minimum 24 credits		
Credit value of mandatory units	There are no mandatory units in this qualification		
Credit value of optional units	36 credits		
Unit title	**Level**	**Credit Value**	**GLH**
Group A *Three (3) credits must be achieved from this group*			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Roles, responsibilities and relationships in lifelong learning	4	3	12
Group B *Six (6) credits must be achieved from Group B or Group C* *Three (3) credits from sub group B1 and 3 credits from sub group B2*			
Sub group B1			
Understanding inclusive learning and teaching in lifelong learning	3	3	12
Understanding inclusive learning and teaching in lifelong learning	4	3	12
Sub group B2			
Using inclusive learning and teaching approaches in lifelong learning	3	3	12
Using inclusive learning and teaching approaches in lifelong learning	4	3	12
Group C *Six (6) credits must be achieved from Group B or Group C*			
Facilitate learning and development for individuals	3	6	25
Facilitate learning and development in groups	3	6	25
Manage learning and development in groups	4	6	30
Group D *Three (3) credits must be achieved from this group*			
Principles of assessment in lifelong learning	3	3	12
Principles of assessment in lifelong learning	4	3	12
Understanding the principles and practices of assessment	3	3	24
Group E *Three (3) credits must be achieved from this group*			
Delivering lifelong learning	3	3	15
Delivering lifelong learning	4	3	15

Group F *Three (3) credits must be achieved from this group*			
Assessing learners in lifelong learning	3	3	15
Assessing learners in lifelong learning	4	3	15
Assess vocational skills, knowledge and understanding	3	6	30
Group G *Three (3) credits must be achieved from this group*			
Planning to meet the needs of learners	3	3	15
Planning to meet the needs of learners	4	3	15
Identify individual learning and development needs	3	3	24
Group H *Three (3) credits must be achieved from this group*			
Using resources for lifelong learning	3	3	15
Using resources for lifelong learning	4	3	15
Develop and prepare resources for learning and development	4	6	25
Group I *Twelve (12) credits must be achieved from this group*			
Assess occupational competence in the work environment	3	6	30
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	3	6	30
(The) Coaching and mentoring roles	3	6	30
(The) Coaching and mentoring roles	4	6	30
Delivering employability skills	5	6	20
Develop learning and development programmes	4	6	30
Developing, using and organising resources within the lifelong learning sector	4	15	50
Developing, using and organising resources within the lifelong learning sector	5	15	50
Effective partnership working in the learning and teaching context	4	15	50
Engage learners in the learning and development process	3	6	30
Engage with employers to develop and support learning provision	3	6	25
Engage with employers to facilitate workforce development	4	6	30
Equality and diversity	3	6	25
Equality and diversity	4	6	25

Evaluating learning programmes	4	3	15
Identify the learning needs of organisations	4	6	30
Inclusive practice	4	15	50
Internally assure the quality of assessment	4	6	45
(The) Lifelong learning sector	4	15	50
Principles and practice of lipreading teaching	4	12	48
Preparing for the coaching role	3	3	15
Preparing for the coaching role	4	3	15
Preparing for the mentoring role	3	3	15
Preparing for the mentoring role	4	3	15
Provide information and advice to learners and employers	3	3	20
Quality procedures within the lifelong learning sector	3	6	25
Quality procedures within the lifelong learning sector	4	6	20
Specialist delivery techniques and activities	4	9	30
Teaching in a specialist area	4	15	50
Tutoring and course leadership in the lifelong learning sector	5	15	50
Understanding the principles and practices of externally assuring the quality of assessment	4	6	45
Understanding the principles and practices of internally assuring the quality of assessment	4	6	45
Understanding and managing behaviours in a learning environment	4	6	20
Understanding and managing behaviours in a learning environment	4	15	50
Using study skills approaches and techniques to enhance the learning of others	4	6	25
Working with individual learners	4	15	50
Working with individuals and small groups in a learning environment	4	9	30
Working with the 14-16 age range in the learning environment	4	9	30
Working with the 14-19 age range in the learning environment	5	15	50

Section 4

Units of assessment

Assess vocational skills, knowledge and understanding Level 3
Assessing learners in lifelong learning Level 3
Assessing learners in lifelong learning Level 4
Delivering lifelong learning Level 3
Delivering lifelong learning Level 4
Develop and prepare learning and development resources Level 4
Facilitate learning and development for individuals Level 3
Facilitate learning and development in groups Level 3
Identify individual learning and development needs Level 3
Manage learning and development in groups Level 4
Planning to meet the needs of learners Level 3
Planning to meet the needs of learners Level 4
Principles of assessment in lifelong learning Level 3
Principles of assessment in lifelong learning Level 4
Roles, responsibilities and relationships in lifelong learning Level 3
Roles, responsibilities and relationships in lifelong learning Level 4
Understanding inclusive learning and teaching in lifelong learning Level 3
Understanding inclusive learning and teaching in lifelong learning Level 4
Understanding the principles and practices of assessment Level 3
Using inclusive learning and teaching approaches in lifelong learning Level 3
Using inclusive learning and teaching approaches in lifelong learning Level 4
Using resources for lifelong learning Level 3
Using resources for lifelong learning Level 4

23 units

UNIT TITLE	**Assess vocational skills, knowledge and understanding**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**6**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to prepare assessments of vocational skills, knowledge and understanding	1.1	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: · assessments of the learner in simulated environments · skills tests · oral and written questions · assignments · projects · case studies · recognising prior learning
	1.2	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
	1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
2. Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
	2.2	Provide support to learners within agreed limitations
	2.3	Analyse evidence of learner achievement
	2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
	2.5	Follow standardisation procedures
	2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner Progress
	3.2	Make assessment information available to authorised colleagues as required
	3.3	Follow procedures to maintain the confidentiality of assessment information

4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
	4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism
	4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
	4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment. Assessment methods include: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning The unit does not require the design of assessments. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula	Learning and Development NOS Standard 9: Assess learner achievement.
Guidance for developing assessment arrangements for the unit (if appropriate)	None
Additional assessment requirements specified by a sector	Evidence for all learning outcomes must come from performance in the work environment.

or regulatory body (if appropriate)	There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be **performance evidence** for at least three of the following assessment methods: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning Other forms of evidence will be acceptable for the remaining assessment methods.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

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UNIT TITLE	**Assessing learners in lifelong learning**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to use types and methods of assessment to meet the needs of learners	1.1	Select and apply assessment types and methods to meet the needs of learners
	1.2	Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning
	1.3	Use questioning and feedback in the assessment for and of learning
	1.4	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
2. Be able to conduct and record assessments in accordance with internal and external processes and requirements	2.1	Define the key concepts of assessment
	2.2	State the assessment requirements and related procedures of learning programmes
	2.3	Carry out and record assessments to meet internal and external processes and requirements
	2.4	Communicate assessment information to other professionals with an interest in learner achievement
3. Understand expectations in relation to the minimum core in assessing learners in lifelong learning	3.1	Explain how minimum core elements can be demonstrated in assessing learners in lifelong learning
	3.2	Apply minimum core elements in assessing learners in own specialist area
4. Be able to evaluate own assessment practice	4.1	Reflect on the effectiveness of own assessment practice taking account of the views of learners
	4.2	Identify ways to improve own assessment practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.
Unit available from	30 September 2011
Unit review date	31 December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	**Assessing learners in lifelong learning**	
CREDIT LEVEL	**4**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to use types and methods of assessment to meet the needs of learners	1.1	Select and apply assessment types and methods to meet the needs of learners
	1.2	Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning
	1.3	Assess how questioning and feedback contributes to the assessment process
	1.4	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
2. Be able to conduct and record assessments in accordance with internal and external processes and requirements	2.1	Review the assessment requirements and related procedures of learning programmes
	2.2	Carry out and record assessments to meet internal and external processes and requirements
	2.3	Communicate assessment information to other professionals with an interest in learner achievement
3. Understand expectations in relation to the minimum core in assessing learners in lifelong learning	3.1	Review ways in which minimum core elements can be demonstrated in assessing learners in lifelong learning
	3.2	Apply minimum core elements in assessing learners in own specialist area
4. Be able to evaluate own assessment practice	4.1	Review the effectiveness of own assessment practice taking account of the views of learners
	4.2	Establish ways to improve own assessment practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.
Unit available from	30 September 2011
Unit review date	31 December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	**Delivering lifelong learning**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to use inclusive learning and teaching approaches in accordance with internal processes and external requirements	1.1	Create a purposeful, inclusive learning and teaching environment
	1.2	Use learning and teaching activities to meet curriculum requirements
	1.3	Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
2. Be able to communicate with learners and other learning professionals to enhance learning	2.1	Use communication methods and media to meet the needs of all learners
	2.2	Communicate with other learning professionals to meet learner needs and encourage progression
3. Understand how technology can enhance learning and teaching	3.1	Explain ways to use technology to enhance learning and teaching
	3.2	Review the benefits and limitations of using technology in learning and teaching
4. Understand the use of minimum core in relation to delivering lifelong learning	4.1	Describe ways minimum core elements can be demonstrated in delivering lifelong learning
	4.2	Apply minimum core elements in delivering lifelong learning
5. Be able to evaluate own practice in delivering in delivering inclusive learning and teaching	5.1	Reflect on the effectiveness of own use of inclusive learning and teaching approaches
	5.2	Identify ways to improve own practice in using learning and teaching approaches
	5.3	Identify ways in which own communication skills could be improved

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use inclusive learning and teaching approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance learning and teaching and covers expectations in relation to the minimum core in delivering inclusive learning and teaching.
Unit available from	30 September 2011
Unit review date	31 Dec 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	**Delivering lifelong learning**	
CREDIT LEVEL	**4**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to use inclusive learning and teaching approaches in accordance with internal processes and external requirements	1.1	Create a purposeful, inclusive learning and teaching environment
	1.2	Demonstrate an inclusive approach to teaching and learning in accordance with internal processes and external requirements
	1.3	Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
2. Be able to communicate with learners and other learning professionals to encourage learning	2.1	Demonstrate communication methods and media to meet the needs of all learners
	2.2	Communicate with other learning professionals to meet learner needs and encourage progression
3. Understand how technology can enhance learning and teaching	3.1	Analyse ways to use technology to enhance learning and teaching
	3.2	Evaluate the benefits and limitations of using technology in learning and teaching
4. Understand expectations of the minimum core in relation to delivering lifelong learning	4.1	Review ways in which elements of the minimum core can be demonstrated in delivering lifelong learning
	4.2	Apply minimum core elements in delivering lifelong learning
5. Be able to evaluate own practice in delivering inclusive learning and teaching	5.1	Review the effectiveness of own use of inclusive learning and teaching approaches in meeting the needs of all learners
	5.2	Analyse ways to improve own practice in using learning and teaching approaches to meet the needs of all learners
	5.3	Review ways in which own communication skills could be improved

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use inclusive learning and teaching approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance learning and teaching and covers expectations in relation to the minimum core in delivering in delivering inclusive learning and teaching.
Unit available from	30 Sept 2011
Unit review date	31 December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	**Develop and prepare resources for learning and development**	
CREDIT LEVEL	**4**	
CREDIT VALUE	**6**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand principles underpinning development and preparation of resources for learning and development	1.1	Explain principles underpinning resource selection for learning and development
	1.2	Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
	1.3	Evaluate the contribution of technology to the development of learning and development resources
2. Be able to develop resources to meet learning and development needs	2.1	Agree needs of learners for whom resources are being developed
	2.2	Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met
	2.3	Plan adaptations to and use of technology within resources to meet learning and development needs
	2.4	Prepare guidance to assist those using learning and development resources
	2.5	Evaluate the suitability of resources for learning and development

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess competence in developing and preparing resources to support learning and development. 'Develop' covers preparing and producing resources 'from scratch' as well as adapting existing resources to meet the needs of learners. 'Resources' also cover the preparation of the learning environment, learning materials and equipment used to support learning. Examples of resources include: technical equipment, IT-based learning, handouts, workbooks and visits to places of interest. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards Standard 5: Plan and prepare learning and development resources.
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	25

UNIT TITLE	**Facilitate learning and development for individuals**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**6**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand principles and practices of one to one learning and development	1.1	Explain purposes of one to one learning and development
	1.2	Explain factors to be considered when facilitating learning and development to meet individual needs
	1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals
	1.4	Explain how to manage risks and safeguard individuals when facilitating one to one learning and development
	1.5	Explain how to overcome individual barriers to learning
	1.6	Explain how to monitor individual learner progress
	1.7	Explain how to adapt delivery to meet individual learner needs
2. Be able to facilitate one to one learning and development	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives
	2.2	Implement activities to meet learning and/or development objectives
	2.3	Manage risks and safeguard learners participating in one to one learning and/or development
3. Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
	3.2	Explain benefits to individuals of applying new knowledge and skills
4. Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals
	4.2	Review individual responses to one to one learning and/or development
	4.3	Assist individual learners to identify their future learning and/or development needs

UNIT TITLE	Facilitate learning and development in groups
	The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	July 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards Standard 7: Facilitate individuals' learning and development.
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these outcomes
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	25

CREDIT LEVEL	**3**	
CREDIT VALUE	**6**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand principles and practices of learning and development in groups	1.1	Explain purposes of group learning and development
	1.2	Explain why delivery of learning and development must reflect group dynamics
	1.3	Evaluate methods for facilitating learning and development to meet the needs of groups
	1.4	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups
	1.5	Explain how to overcome barriers to learning in groups
	1.6	Explain how to monitor individual learner progress within group learning and development activities
	1.7	Explain how to adapt delivery based on feedback from learners in groups
2. Be able to facilitate learning and development in groups	2.1	Clarify facilitation methods with group members to meet group and individual learning objectives
	2.2	Implement learning and development activities to meet learning objectives
	2.3	Manage risks to group and individual learning and development
3. Be able to assist groups to apply new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply new knowledge and skills in practical contexts
	3.2	Provide group feedback to improve the application of learning
4. Be able to assist learners to reflect on their learning and development undertaken in groups	4.1	Support self-evaluation by learners
	4.2	Review individual responses to learning and development in groups
	4.3	Assist learners to identify their future learning and development needs

Additional Information about the unit

Purpose and aim(s) of the unit	The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations and experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	July 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups.
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	25

UNIT TITLE	**Identify individual learning and development needs**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand the principles and practices of learning needs analysis for individuals	1.1	Explain the principles of learning needs analysis for individuals
	1.2	Analyse the factors that influence individual learning needs, preferences and styles
	1.3	Compare methods used to assess individual learning needs
2. Be able to conduct learning needs analysis for individuals	2.1	Agree the purpose, aims and methodology of the learning needs analysis with individuals
	2.2	Apply learning needs analysis methodology to assess the individual's current level of achievement and potential
	2.3	Communicate findings and analyse learning needs with the learner
3. Be able to agree individual learning and development needs	3.1	Agree and prioritise individual learning and development needs
	3.2	Advise individuals about learning and development options to meet: • learner priorities • learning preferences • learning styles

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess a learning and development practitioner's understanding of and competence in carrying out a learning or training needs analysis for an individual. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	July 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards Standard 2: Identify individuals' learning needs
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	24

UNIT TITLE	**Manage learning and development in groups**	
CREDIT LEVEL	**4**	
CREDIT VALUE	**6**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand the principles and practices of managing learning and development in groups	1.1	Analyse the characteristics of group environments that foster learning and development
	1.2	Evaluate strategies to manage group behaviour and dynamics
	1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups
	1.4	Analyse ways to involve learners in the management of their own learning and development in groups
	1.5	Analyse risks to be considered when managing learning and development in groups
	1.6	Explain how to manage barriers to individual learning in groups
2. Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members
	2.2	Use motivational methods to engage the group and its individual members in the learning and development process
	2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes
	2.4	Manage the risks associated with group learning and development
3. Be able to apply methodologies to manage learning and development in groups	3.1	Involve learners in agreeing group learning objectives
	3.2	Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group
	3.3	Manage group learning strategies and delivery methods to reflect changing requirements
	3.4	Provide individual advice to learners to assist their decision-making about future learning needs

4. Be able to manage learning and development in groups to comply with legal and organisational requirements	4.1	Support learners' rights in relation to equality, diversity and inclusion
	4.2	Minimise risks to safety, health, wellbeing and security of learners
	4.3	Manage confidentiality in relation to learners and the organisation
	4.4	Maintain learning and development records in accordance with organisational procedures

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess a learning and development practitioner's management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process
Unit available from	July 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups.
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for the learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

UNIT TITLE	**Planning to meet the needs of learners**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to agree individual learning goals with learners	1.1	Explain the role of initial and diagnostic assessment in agreeing individual learning goals
	1.2	Use methods of initial and diagnostic assessment with learners
	1.3	Negotiate and record individual learning goals with learners
2. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements	2.1	Devise a scheme of work which meets the needs of all learners and curriculum requirements
	2.2	Devise session plans which meet the aims and needs of all learners
	2.3	Explain how the choice of teaching methods meets the needs of all learners
	2.4	Identify ways in which session plans can be adapted to meet the individual needs of learners
	2.5	Identify opportunities for learners to provide feedback to inform inclusive practice
3. Understand expectations of the minimum core in relation to planning inclusive learning and teaching	3.1	Explain how minimum core elements can be demonstrated in planning inclusive learning and teaching
	3.2	Apply elements of the minimum core in planning inclusive learning and teaching
4. Be able to evaluate own practice in planning inclusive learning and teaching	4.1	Reflect on own practice in planning to meet the needs of learners
	4.2	Identify ways to improve own practice in planning to meet the needs of learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive learning and teaching approaches in accordance with internal processes and external requirements and to evaluate their own practice in planning learning and teaching. It covers expectations in relation to the minimum core in planning inclusive learning and teaching.
Unit available from	30 Sept 2011
Unit review date	31 Dec 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	**Planning to meet the needs of learners**	
CREDIT LEVEL	**4**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to agree individual learning goals with learners	1.1	Analyse the role of initial and diagnostic assessment in agreeing individual learning goals
	1.2	Use methods of initial and diagnostic assessment with learners
	1.3	Negotiate and record individual learning goals with learners
2. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements	2.1	Devise a scheme of work in accordance with internal processes and external requirements
	2.2	Devise session plans which meet the aims and needs of all learners and curriculum requirements
	2.3	Reflect on how teaching methods meet the needs of all learners
	2.4	Identify ways in which session plans can be adapted to meet the individual needs of learners
	2.5	Evaluate opportunities for learners to provide feedback to inform inclusive practice
3. Understand expectations of the minimum core in relation to planning inclusive learning and teaching	3.1	Review ways in which elements of the minimum core can be demonstrated in planning inclusive learning and teaching
	3.2	Apply minimum core elements in planning inclusive learning and teaching
4. Be able to evaluate own practice in planning inclusive learning and teaching	4.1	Review own practice in planning to meet the needs of learners
	4.2	Analyse ways to improve own practice in planning to meet the needs of learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive learning and teaching approaches in accordance with internal processes and external requirements and to evaluate their own practice in planning learning and teaching. It covers expectations in relation to the minimum core in planning inclusive learning and teaching.
Unit available from	30 Sept 2011
Unit review date	31 Dec 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	**Principles of assessment in lifelong learning**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand types and methods of assessment used in lifelong learning	1.1	Explain types of assessment used in lifelong learning
	1.2	Explain the use of methods of assessment in lifelong learning
	1.3	Compare the strengths and limitations of assessment methods to meet individual learner needs
2. Understand ways to involve learners in the assessment process	2.1	Explain ways to involve the learner in the assessment process
	2.2	Explain the role of peer and self-assessment in the assessment process
3. Understand requirements for keeping records of assessment in lifelong learning	3.1	Explain the need to keep records of assessment of learning.
	3.2	Summarise the requirements for keeping records of assessment in an organisation

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in lifelong learning and the relationship between different professionals in lifelong learning. It includes responsibility for maintaining a safe and supportive learning environment for learners.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	**Principles of assessment in lifelong learning**	
CREDIT LEVEL	**4**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand how types and methods of assessment are used in lifelong learning	1.1	Analyse how types of assessment are used in lifelong learning
	1.2	Analyse how assessment methods are used in lifelong learning
	1.3	Evaluate strengths and limitations of assessment methods to meet individual learner needs
2. Understand how to involve learners in the assessment process	2.1	Evaluate how to involve the learner in the assessment process
	2.2	Analyse the role of peer and self-assessment in the assessment process
3. Understand requirements for keeping records of assessment in lifelong learning	3.1	Explain the need to keep records of assessment of learning
	3.2	Summarise the requirements for keeping records of assessment in an organisation

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand types and methods of assessment used in lifelong learning, ways to involve learners in the assessment process and the requirement to keep assessment records.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	**Roles, responsibilities and relationships in lifelong learning**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand own role and responsibilities in lifelong learning	1.1	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
	1.2	Explain own responsibilities for promoting equality and valuing diversity
	1.3	Explain own role and responsibilities in lifelong learning
	1.4	Explain own role and responsibilities in identifying and meeting the needs of learners
2. Understand the relationships between teachers and other professionals in lifelong learning	2.1	Explain the boundaries between the teaching role and other professional roles
	2.2	Describe points of referral to meet the needs of learners
	2.3	Summarise own responsibilities in relation to other professionals
3. Understand own responsibility for maintaining a safe and supportive learning environment	3.1	Explain own responsibilities in maintaining a safe and supportive learning environment
	3.2	Explain ways to promote appropriate behaviour and respect for others

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in lifelong learning and the relationship between different professionals in lifelong learning. It includes responsibility for maintaining a safe and supportive learning environment for learners.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	**Roles, responsibilities and relationships in lifelong learning**	
CREDIT LEVEL	**4**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand own role and responsibilities in lifelong learning	1.1	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
	1.2	Analyse own responsibilities for promoting equality and valuing diversity
	1.3	Evaluate own role and responsibilities in lifelong learning
	1.4	Review own role and responsibilities in identifying and meeting the needs of learners
2. Understand the relationships between teachers and other professionals in lifelong learning	2.1	Analyse the boundaries between the teaching role and other professional roles
	2.2	Review points of referral to meet the needs of learners
	2.3	Evaluate own responsibilities in relation to other professionals
3. Understand own responsibility for maintaining a safe and supportive learning environment	3.1	Explain how to establish and maintain a safe and supportive learning environment
	3.2	Explain how to promote appropriate behaviour and respect for others

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in lifelong learning and the relationship between different professionals in lifelong learning. It includes responsibility for maintaining a safe and supportive learning environment for learners.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	**Understanding inclusive learning and teaching in lifelong learning**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand learning and teaching strategies in lifelong learning	1.1	Summarise learning and teaching strategies used in own specialism
	1.2	Explain how approaches to learning and teaching in own specialism meet the needs of learners
	1.3	Describe aspects of inclusive learning
2. Understand how to create inclusive learning and teaching in lifelong learning	2.1	Explain how to select inclusive learning and teaching techniques
	2.2	Explain how to select resources that meet the needs of learners
	2.3	Explain how to create assessment opportunities that meet the needs of learners
	2.4	Explain how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
3. Understand ways to create a motivating learning environment	3.1	Explain ways to engage and motivate learners in an inclusive learning environment
	3.2	Summarise ways to establish ground rules with learners to promote respect for others
	3.3	Explain ways to give constructive feedback that motivates learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand teaching and learning strategies and approaches in lifelong learning, and how to use these to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	**Understanding inclusive learning and teaching in lifelong learning**	
CREDIT LEVEL	**4**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand learning and teaching strategies in lifelong learning	1.1	Analyse learning and teaching strategies used in own specialism
	1.2	Evaluate the effectiveness of approaches to learning and teaching in own specialist area in meeting needs of learners
	1.3	Evaluate aspects of inclusive learning
2. Understand how to create inclusive learning and teaching in lifelong learning	2.1	Analyse inclusive approaches to learning and teaching
	2.2	Analyse how to select resources to meet the needs of learners
	2.3	Explain how to create assessment opportunities that meet the needs of learners
	2.4	Review how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
3. Understand how to create a motivating learning environment	3.1	Explain how to engage and motivate learners in an inclusive learning environment
	3.2	Explain how to establish ground rules with learners to promote respect for others
	3.3	Review ways to give constructive feedback to motivate learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand teaching and learning strategies and approaches in lifelong learning, and how to use these to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	none
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	**Understanding the principles and practices of assessment**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand the principles and requirements of assessment	1.1	Explain the functions of assessment in learning and development
	1.2	Define the key concepts and principles of assessment
	1.3	Explain the responsibilities of the assessor
	1.4	Identify the regulations and requirements relevant to assessment in own area of practice
2. Understand different types of assessment method.	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment.	3.1	Summarise key factors to consider when planning assessment
	3.2	Evaluate the benefits of using a holistic approach to assessment
	3.3	Explain how to plan a holistic approach to assessment
	3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility
	3.5	Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment.	4.1	Explain the importance of involving the learner and others in the assessment process
	4.2	Summarise types of information that should be made available to learners and others involved in the assessment process
	4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
	4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners

5. Understand how to make assessment decisions.	5.1	Explain how to judge whether evidence is: • sufficient • authentic • current
	5.2	Explain how to ensure that assessment decisions are: • made against specified criteria • valid • reliable • fair
6. Understand quality assurance of the assessment process.	6.1	Evaluate the importance of quality assurance in the assessment process
	6.2	Summarise quality assurance and standardisation procedures in own area of practice
	6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7. Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment
	7.2	Explain how feedback and questioning contribute to the assessment process
8. Understand the legal and good practice requirements in relation to assessment.	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
	8.2	Explain the contribution that technology can make to the assessment process
	8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
	8.4	Explain the value of reflective practice and continuing professional development in the assessment process

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development NOS Standard 9: Assess learner achievement
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	24

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UNIT TITLE	**Using inclusive learning and teaching approaches in lifelong learning**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to plan inclusive learning and teaching sessions	1.1	Plan a session for learning and teaching that meets the needs of learners
	1.2	Justify the selection of approaches to meet the needs of learners
	1.3	Plan assessment methods to meet the needs of learners
2. Be able to deliver inclusive learning and teaching sessions	2.1	Apply learning and teaching approaches to meet the needs of learners
	2.2	Use resources to meet the needs of learners
	2.3	Communicate with learners to meet their needs and aid their understanding
	2.4	Provide constructive feedback to learners
3. Be able to evaluate own practice in delivering inclusive learning and teaching	3.1	Reflect on own approaches to delivering inclusive learning and teaching
	3.2	Identify areas for improvement in own practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes need to be assessed through the delivery of a microteaching session or equivalent practice.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	none
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	**Using inclusive learning and teaching approaches in lifelong learning**	
CREDIT LEVEL	**4**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to plan inclusive learning and teaching sessions	1.1	Plan a session for learning and teaching that meets the needs of learners
	1.2	Justify the selection of approaches to meet the needs of learners
2. Be able to deliver inclusive learning and teaching sessions	2.1	Demonstrate inclusive learning and teaching approaches to engage and motivate learners.
	2.2	Demonstrate the use of appropriate resources to support inclusive learning and teaching
	2.3	Use assessment methods to support learning and teaching
	2.4	Communicate with learners to meet their needs and aid their understanding
	2.5	Provide constructive feedback to learners
3. Be able to evaluate own practice in delivering inclusive learning and teaching	3.1	Review own approaches to delivering inclusive learning and teaching
	3.2	Analyse how own inclusive learning and teaching practice can be improved to meet the needs of learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes need to be assessed through the delivery of a microteaching session or equivalent practice.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	none
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	**Using resources for lifelong learning**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to use resources in the delivery of inclusive learning and teaching	1.1	Use resources to promote equality, value diversity and contribute to the learning process
	1.2	Identify the benefits and limitations of resources in the delivery of inclusive learning and teaching
	1.3	Use resources to enable inclusive learning and teaching
	1.4	Adapt resources to meet the needs of learners and delivery models
2. Understand expectations of the minimum core in relation to using resources for lifelong learning	2.1	Explain how minimum core elements can be demonstrated when using resources for lifelong learning
	2.2	Apply minimum core elements when using resources for lifelong learning
3. Be able to evaluate own use of resources in the delivery of inclusive learning and teaching	3.1	Reflect on own practice in using resources to meet the needs of all learners
	3.2	Identify ways to improve own practice in using resources to meet the needs of all learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use resources in the delivery of inclusive learning and teaching and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive learning and teaching.
Unit available from	30 September 2011
Unit review date	31 Dec 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in the workplace through learning and teaching practice.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	**Using resources for lifelong learning**	
CREDIT LEVEL	**4**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to use resources in the delivery of inclusive learning and teaching	1.1	Use resources to promote equality, value diversity and contribute to the learning process
	1.2	Review the benefits and limitations of resources in the delivery of inclusive learning and teaching
	1.3	Use resources to enable inclusive learning and teaching
	1.4	Adapt resources to meet the needs of learners and delivery models
2. Understand expectations of the minimum core in relation to using resources for lifelong learning	2.1	Review ways in which minimum core elements can be demonstrated when using resources for lifelong learning
	2.2	Apply minimum core elements when using resources for lifelong learning
3. Be able to evaluate own use of resources in the delivery of inclusive learning and teaching	3.1	Review own practice in using resources to meet the needs of all learners
	3.2	Analyse ways to improve own practice in using resources to meet the needs of all learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use resources in the delivery of inclusive learning and teaching and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive learning and teaching.
Unit available from	30 Sept 2011
Unit review date	31 Dec 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

Appendix 1

Assessment strategy for units for assessing and assuring the quality of assessment

1 Quality Assurance

A centre offering these qualifications must provide internal quality assurance to ensure assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the awarding organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

2 Requirements for Assessors

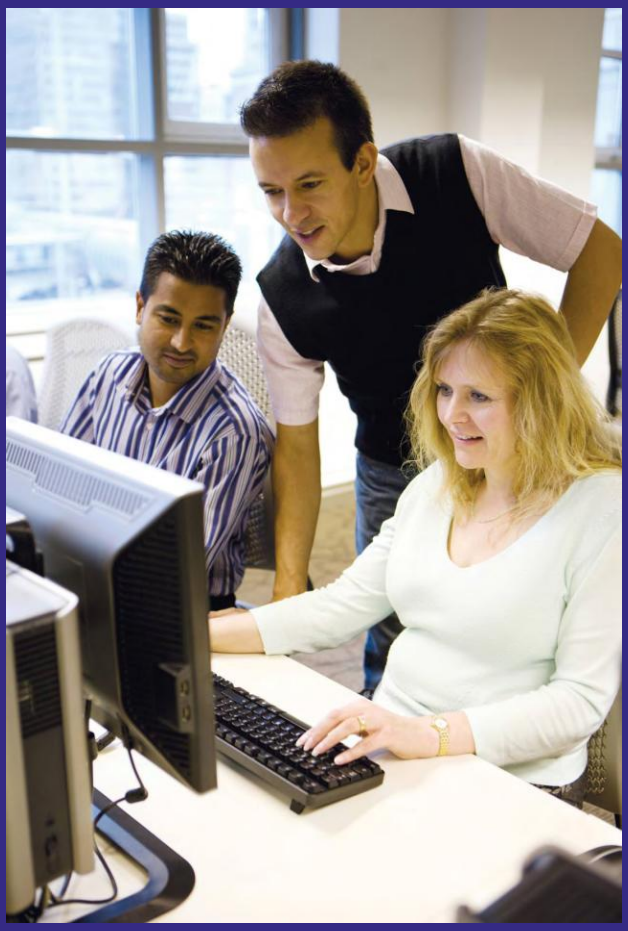
All those who assess these qualifications must:

- already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following qualifications or their recognised equivalent:
    - the Level 3 Award in Assessing Competence in the Work Environment *or*
    - the Level 3 Certificate in Assessing Vocational Achievement, *or*
    - A1 Assess candidate performance using a range of methods, *or*
    - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- show current evidence of continuing professional development in assessment and quality assurance.

3 Requirements for Internal Quality Assurance

All those who quality assure these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following assessor qualifications or their recognised equivalent:
    - the Level 3 Award in Assessing Competence in the Work Environment, *or*
    - the Level 3 Certificate in Assessing Vocational Achievement, *or*
    - A1 Assess candidate performance using a range of methods, *or*
    - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
    - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, *or*
    - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*
    - V1 Conduct internal quality assurance of the assessment process, *or*
    - D34 Internally verify the assessment process.
- show current evidence of continuing professional development in assessment and quality assurance.



Level 3 Certificate in Teaching in the Lifelong Learning Sector

Level 4 Certificate in Teaching in the Lifelong Learning Sector