



Qualification Guidance

For awarding organisations, awarding bodies and higher education institutions

Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector

Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector

Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector

Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector

September 2011

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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 the following qualifications or recognised equivalents:

- **Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector**
- **Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector**
- **Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector**
- **Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector**

These qualifications will replace the Qualifications and Credit Framework (QCF) qualifications introduced in 2007¹. These qualifications were developed to meet the requirements of everyone involved, (or wishing to become involved) in teaching² literacy, numeracy or ESOL in the further education (FE) sector in England. Teachers of literacy, numeracy and ESOL are deemed always to be undertaking a full teaching role. Those falling within the 2007 regulations must achieve a teaching qualification for the full teaching role and a subject specific teaching qualification. The fully integrated qualifications meet the generic and the subject specific requirement.

The qualifications integrate generic and subject specific teaching requirements. They are described as **fully integrated** qualifications because the majority of the programme is undertaken in a single subject specific cohort. In addition to these fully integrated qualifications there are also partly integrated qualifications where only the first part of the Diploma is undertaken in a subject specific cohort. The second part is undertaken in a

¹ Registrations on current diploma 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 full teaching role see the document, [Defining teacher roles and responsibilities in the further education sector in England](#)

generic or sometimes mixed literacy, numeracy and ESOL cohort. [Further information on qualifications for teaching literacy, numeracy and ESOL](#) can be found on the LSIS Excellence Gateway.

The revisions to the qualifications have been made in response to sector demand for updating and to provide increased flexibility to respond to the changing demands made of the further education sector. The revisions also ensure the qualifications meet the regulatory requirements of the QCF. During 2010/11, over 300 organisations and individuals contributed to a review of the existing generic and subject specific qualifications. The qualifications for teaching in further education were reviewed as an integrated suite, and changes in one qualification were reflected in others:

- Some of the units that make up the stand alone qualifications for teaching literacy, numeracy and ESOL can be found in these fully integrated qualifications and also in the partly integrated qualifications
- The units in the stand alone joint qualification for literacy and ESOL can be found in the fully integrated joint qualification for teaching literacy and ESOL
- The mandatory units in part two of the generic DTLLS can be found in all the integrated qualifications. In these fully integrated qualifications the unit relating to curriculum development is contextualised to the subject specialism.

The fully integrated qualifications continue to meet the requirements of everyone involved, (or wishing to become involved) in teaching literacy, numeracy and ESOL in the further education (FE) sector in England. They are appropriate for:

- Unqualified teachers who have neither a recognised generic or subject specific teaching qualification and who are teaching or wish to teach literacy, numeracy or ESOL
- Those holding a recognised stand alone qualification for teaching literacy, numeracy or ESOL but do not have a generic teaching qualification. They may wish to take the opportunity to acquire another specialism at the same time as undertaking the generic requirement
- Unqualified teachers of Key and Functional Skills. Although these teachers are not required to hold a subject specific qualification at this time, LSIS continues to encourage teachers of these subjects to undertake subject specific qualifications.

This document provides the technical information needed by awarding organisations, awarding bodies and higher education institutions to develop these fully integrated Level 5 Diploma 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 about the qualifications 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.

Additional documents required for developing these qualifications are detailed below and are all available on the LSIS website:

1. ***New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.*** The review did not include consideration of the Professional Standards as they continue to be well received. The professional standards continue to underpin practice in the sector as well as underpinning the updated teaching qualifications. The standards are available on the LSIS Excellence Gateway. [Download the standards](#)
2. ***New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector. Application of the professional standards for teachers of English (Literacy and ESOL).*** This document details the knowledge, understanding and professional practice to be demonstrated by teachers of English (Literacy and ESOL). This will provide the content for literacy and ESOL teaching qualifications. The application guide is available on the LSIS Excellence Gateway. [Download the application guide for English \(Literacy and ESOL\)](#)
3. ***New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector. Application of the professional standards for teachers of Mathematics (Numeracy).*** This document details the knowledge, understanding and professional practice to be demonstrated by teachers of Mathematics (Numeracy). This will provide the content for numeracy teaching qualifications. The application guide is available on the LSIS Excellence Gateway. [Download the application guide for Mathematics \(Numeracy\)](#)

Entry requirement for literacy, numeracy and ESOL teacher training programmes

There is an entry requirement for those wishing to join programmes leading to qualifications for teachers of English - ESOL and Literacy and Mathematics - Numeracy. Potential teacher trainees will need to evidence Level 3 personal skills in English or Mathematics, as appropriate. This entry requirement applies to all diploma qualifications for teachers of

English - ESOL and Literacy and Mathematics - Numeracy detailed in this and other LSIS qualification subject specific guidance documents.

The entry criteria and how they may be evidenced are detailed in a separate document available on the LSIS website: *Criteria for entry to mathematics (numeracy) and English (literacy and ESOL) teacher training in the lifelong learning sector June 2007 (amended 2010)*. [Download the entry criteria document](#)

LSIS qualification guidance has been issued for two Level 3 awards that cover the entry criteria in English and mathematics. This development has been welcomed by many of those providing 'bridging' programmes for potential trainees needing to improve their skills before joining a teacher training programme. The qualification guidance is available on the LSIS Excellence Gateway. [Download the entry qualification guidance:](#)

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 provides information on progression and the credit transfer and recognition agreement
- **Section 2** gives details of the qualification requirements and the rules of combination for the Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector
- **Section 3** gives details of the qualification requirements and the rules of combination for the Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector
- **Section 4** gives details of the qualification requirements and the rules of combination for the Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector
- **Section 5** gives details of the qualification requirements and the rules of combination for the Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector
- **Section 6** includes all mandatory and restricted optional units of assessment

1.3 The design features of the qualification

The design features of all the updated further education teaching 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 fully integrated DTLLS 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 units of assessment*. The document is available on the LSIS website. [Download the all open optional units document](#).

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@lisis.org.uk**

The rules of combination for this qualification 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. The qualification 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 units in the majority of the updated qualifications compared to the diploma qualifications introduced in 2007. However, in these fully integrated qualifications almost 75% of the credit remains mandatory as much of the subject specific content is available at a single level – Level 5. (Where the same unit is available at a different level as in many of the other Diplomas this automatically makes the units optional).

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 in the PTLLS element of these qualifications.

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 recognised 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. In these fully integrated qualifications there is open optional credit available for the first time. Trainee teachers of literacy, numeracy and ESOL may wish to use this open optional credit to develop their specialism further – for example in taking units relating to the integrating of literacy, language and numeracy into vocational programmes.

The required value of open optional credit to be achieved is limited amount to six (6) credits. Units of a higher credit value of than six have been included in the open optional lists. This is because candidates may take units in combination that than lead to achievement of more credit than is required for the qualification. 120 credits is the minimum value to achieve these qualifications. The joint literacy and ESOL qualification has no open optional credit included to ensure sufficient focus on the two specialisms. For the other three qualifications there is one group of open optional units – Group G in the literacy and ESOL qualifications and Group F in the numeracy. A list of open optional units is provided in the RoC table in this document. The units themselves can be found in RITS and also the companion document: *Qualifications for teaching in the FE sector in England - All open optional units of assessment*.

Awarding organisations will use the complete 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 group to ensure the qualification is up to date and is responsive 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 diploma 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 open optional units available in the current RoC and in RITS are listed in Group G in the literacy and ESOL qualifications and Group F in the numeracy. There are no open optional units available in the joint literacy/ESOL qualification. 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 tables are presented in alphabetical order for easy reference. To assist individuals in the selection of units, LSIS will also develop 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 as appropriate. Unqualified teachers of literacy, numeracy and ESOL should enrol directly on a Diploma qualification or a recognised equivalent. If they wish to take a PTLLS award as a first step, the content of

those programmes is included in these fully integrated qualifications and can be recognised. These fully integrated qualifications do not allow further mandatory or restricted optional credit to be recognised from holders of a CTLLS qualification. The mandatory and restricted optional unit content from CTLLS is included in these qualifications in the unit: Learning, planning and assessment and is contextualised for each subject. However, it is possible to use open optional credit from a CTLLS qualification towards the open optional credit requirement in these qualifications.

Credit transfer and recognition agreement

The LLUK review of teaching qualifications identified continuing support for the 2007 credit transfer and recognition agreement between awarding organisations and higher education institutions. This agreement attempts to ease movement between programmes by establishing an overall sequence of delivery for this suite of qualifications and providing three clear points of entry to DTLLS programmes. However, credit transfer and recognition is limited for these fully integrated qualifications. There is no requirement for qualification programmes to be delivered in two parts. Experience suggests few trainee teachers choose to move from one of these programmes to another. This will provide for much more flexible delivery of the total programme. There is a requirement in relation to the PTLLS element of the programme:

- LSIS requires the units included in the PTLLS awards to be delivered before other units in these Diploma qualifications. This will allow those who have achieved a PTLLS Award to join the DTLLS programme at an appropriate point. The units to be delivered first are specified below
- Trainee teachers joining a Diploma 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 DTLLS. Learners should not be required to present new evidence during this process. Ofqual have confirmed their agreement to this approach
- Achievement of these Diploma qualifications permits a maximum of twelve (12) credits at level 3. LSIS guidance for PTLLS and CTLLS qualifications requests that trainee teachers are made aware of this when deciding which level of qualification to undertake. Trainee teachers should also be aware that is difficult for many HEIs to recognise credit at level 3.

Further information on the credit transfer and recognition agreement is included in each of the LSIS qualification guidance documents as appropriate.

Preparing to Teach in the Lifelong Learning Sector (PTLLS)

The majority of literacy, numeracy and ESOL trainee teachers are unlikely to undertake a discrete PTLLS as a way to achieve their threshold licence to practise. Those registering on QCF integrated qualifications will take the PTLLS requirement as the first unit of the 120 credit programmes. Although it would be possible for a qualification to be awarded when this is achieved, it is more likely that there will be some recognition of credit without the need for the award of a qualification. Those undertaking Certificate in Education (Cert Ed) or Post Graduate (or Professional Graduate) Certificate in Education (PGCE) programmes commonly cover the PTLLS requirement within a larger module of learning at the start of their programme.

LSIS does not consider there is a need to develop a contextualised PTLLS award for literacy, numeracy or ESOL at this time. Those offering PTLLS awards may contextualise them to any subject or context if that is considered of value. Within these fully integrated diploma qualifications it is likely the PTLLS element of the programme will be contextualised to the relevant subject and delivered at Level 4 - even though this is not required. This is reflected in the diagrams below: Qualification structure at a glance. However, detail is given for all the PTLLS units in each of the qualification descriptions as some learners may have already achieved these units and will seek recognition for them. Additionally, some providers may wish to offer a wider range of units from PTLLS than suggested above.

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Section 2

Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector

The generic Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is the teaching qualification developed for the full teaching role in the further education sector in England – though it can be used more widely. This Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector is contextualised for teachers of literacy. It is a separate qualification from DTLLS in the QCF.

Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed previously by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Potential trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

Purpose

The Level 5 Diploma 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 a full teaching role and covered by regulation or contractual requirement. 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

120

Guided Learning hours for the qualification

360 (as defined by Skills Funding Agency)

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

Age range for Skills Funding Agency Purposes

These qualifications are listed as appropriate for learners of 19+

The majority of this qualification must be delivered to a single subject cohort of trainee teachers. The elements not required to be subject specific are the PTLLS element and two mandatory units:

- Continuing personal and professional development
- Wider professional practice

Practice

There is a requirement for a minimum of 100 hours of practice. This has been reduced from the previous requirement for 150 hours. This is to support access to the qualifications for those with only a limited amount of practice available to them. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Approximately 80% of practice should be in a literacy learning and teaching environment. The remaining practice can be in other areas of learning and teaching

. Literacy practice must be undertaken within at least two of the three levels of the literacy curriculum - Entry Level and one other - Level 1 or Level 2. There is a requirement to evidence working with groups of learners to achieve this qualification though the PTLLS element allows for working solely with individuals. There are particular practice requirements for certain units in the PTLLS element of this qualification. The 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 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)
- Literacy and the learners (Level 5)
- Literacy, ESOL and the learners (Level 5)
- Literacy theories and frameworks (Level 5)

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 Level 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. This must include working with groups of learners.

- Learning, planning assessment: Literacy (Level 4)
- Literacy learning and teaching (Level 5)
- Curriculum development for inclusive practice: Literacy (Level 5)
- Continuing personal and professional development (Level 5)

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)

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 eight (8) observations totalling a minimum of eight (8) 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. Four (4) assessed observations must be of literacy learning and teaching. These should include at least two literacy observations at entry level.

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 to make a judgment about the standard of practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish. There are particular 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 Level 4)
- Principles of assessment in lifelong learning (Level 3 and Level 4)
- Understanding the principles and practices of assessment (Level 3)
- Literacy and the learners (Level 5)
- Literacy, ESOL and the learners (Level 5)
- Literacy theories and frameworks (Level 5)

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 and Level 4)

Each candidate must deliver at least one fifteen (15) minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional forty five (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.

- Learning, planning assessment: Literacy (Level 4)
- Literacy learning and teaching (Level 5)
- Curriculum development for inclusive practice: Literacy (Level 5)
- Continuing personal and professional development (Level 5)
- Wider professional practice (Level 5)

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 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector

Included as restricted optional units are:

- Understanding the principles and practices of assessment (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 this Diploma 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 these partly integrated qualifications 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

All elements of the minimum core must be covered and assessed in this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage in the document are provided as guidance only. There is no requirement to deliver or assess knowledge and understanding elements in the units of assessment that are part of the PTLLS requirement. The elements can be delivered and assessed across any other mandatory and restricted optional units. This is a change from the previous guidance for these qualifications as there is no longer a requirement to deliver the qualification in two parts.

Requirements for personal skills in English, mathematics and ICT elements

All trainee teachers joining this qualification programme have to evidence personal skills in English at Level 3. There is no requirement for summative assessment of the numeracy and ICT personal skills minimum core elements in this qualification. Teachers will need to evidence these skills at a minimum of Level 2 when they seek QTLS or ATLS status. Trainee teachers should undertake an initial assessment of skills in numeracy and ICT. If they 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.

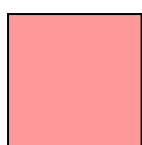
Opportunities to develop these personal skills should be across the mandatory and restricted optional units as a minimum. LSIS supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as teachers.

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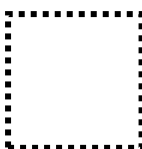
Key to Diagram

All diagrams **M** - Mandatory unit **O** - Optional unit

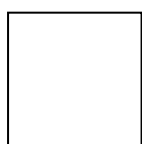
Generic Qualifications



Award



Qualification or group of units of assessment (dotted line)



Generic unit of assessment

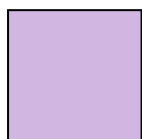
Subject Specific Qualifications

Numeracy

Literacy

ESOL

Literacy/ESOL



Subject specific unit of assessment



Generic unit of assessment contextualised for subject specialist cohort

Qualification structure at a glance

Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector 120 credits

90 credits at level 5 or above
Maximum of 12 credits at level 3

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

Roles, responsibilities and
relationships in lifelong
learning
3 credits
Level 4

Using inclusive learning
and teaching approaches in
lifelong learning
3 credits
Level 4

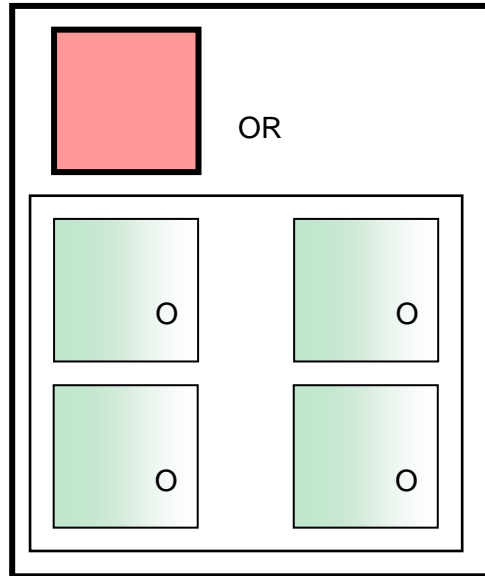
Learning, planning and
assessment: Literacy
12 credits
Level 5

Enabling learning
through assessment:
Literacy
12 credits
Level 5

Applying theories and principles for
planning and enabling inclusive
learning and teaching: Literacy
12 credits
Level 5

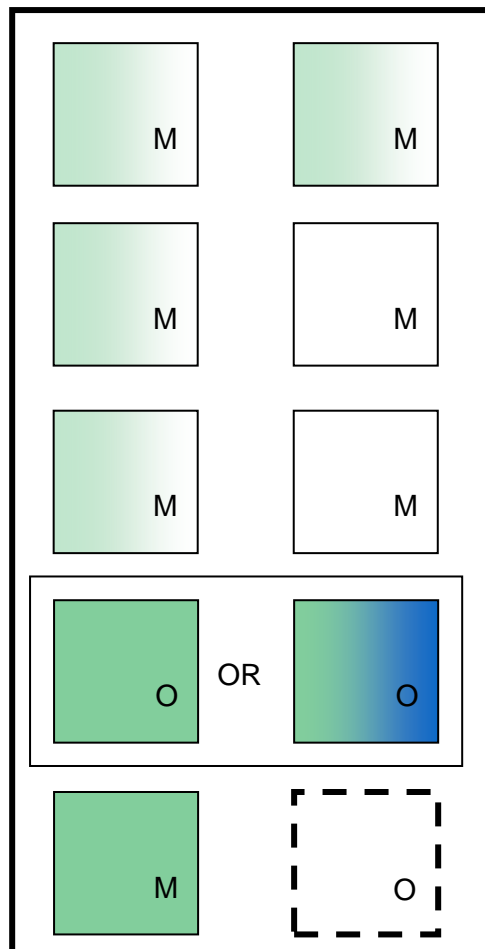
Literacy and the learners
15 credits
Level 5

Literacy theories and
frameworks
15 credits
Level 5



Understanding inclusive
learning and teaching in
lifelong learning
3 credits
Level 4

Principles of assessment in
lifelong learning
3 credits
Level 4



Curriculum development for
inclusive practice: **Literacy**
12 credits
Level 5

Continuing personal and
professional development
12 credits
Level 5

Wider professional practice
12 credits
Level 5

Literacy, ESOL and the
learners
15 credits
Level 5

Units from open optional group
6 credits
Level 3 and above

Rules of combination

To be awarded this qualification the learner must achieve a total of 120 credits.

90 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 87 credits from Group A
- 3 credits from Group B
- 6 credits from Group C or Group D
- 3 credits from Group E
- 15 credits from Group F
- 6 credits from Group G

Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector

Total credit value of qualification: 120 credits

Credit value at Level 5 or above	Minimum 90 credits		
Credit value at Level 3	Maximum 12 credits		
Credit value of mandatory units	87 credits		
Credit value of optional units	33 credits		
Unit title	Level	Credit Value	GLH
Group A			
<i>Eighty seven (87) credits must be achieved from this group</i>			
Learning, planning and assessment: Literacy	4	12	30
Enabling learning through assessment: Literacy	5	12	30
Applying theories and principles for planning and enabling inclusive learning and teaching: Literacy	5	12	30
Curriculum development for inclusive practice: Literacy	5	12	30
Continuing personal and professional development: Literacy	5	12	30
Wider professional practice	5	12	30
Literacy theories and frameworks	5	15	40
Group B			
<i>Three (3) credits must be achieved from this group</i>			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Roles, responsibilities and relationships in lifelong learning	4	3	12
Group C			
<i>Six (6) credits must be achieved from Group C or Group D</i>			
<i>Three (3) credits from sub group C1 and 3 credits from sub group C2</i>			
Sub group C1			
Understanding inclusive learning and teaching in lifelong learning	3	3	12
Understanding inclusive learning and teaching in lifelong learning	4	3	12
Sub group C2			
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 D			
<i>Six (6) credits must be achieved from Group C or Group D</i>			
Facilitate learning and development for individuals	3	6	25
Facilitate learning and development in groups	3	6	25
Manage learning and development in groups	3	6	30
Group E			
<i>Three (3) credits must be achieved from this group</i>			
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 F			
<i>Fifteen (15) credits must be achieved from this group</i>			
Literacy and the learners	5	15	40
Literacy, ESOL and the learners	5	15	40
Group G			
<i>Six (6) credits must be achieved from these optional units</i>			
Action learning to support development of subject specific pedagogy	5	15	50
Action learning for teaching in a specialist area of disability	5	15	40
Action research	5	15	50
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
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
Effective partnership working in the learning and teaching context	5	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

ESOL and the learners	5	15	40
ESOL theories and frameworks	5	15	40
Evaluating learning programmes	4	3	15
Improving numeracy knowledge, understanding and practice	5	15	40
Identify the learning needs of organisations	4	6	30
Inclusive learning and teaching for disabled learners	5	15	40
Inclusive practice	4	15	50
Inclusive practice	5	15	50
Internally assure the quality of assessment	4	6	45
(The) Lifelong learning sector	4	15	50
(The) Lifelong learning sector	5	15	50
Numeracy and the learners	5	15	40
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
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
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
Understanding theories and frameworks for teaching disabled learners	5	15	40
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

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Section 3

Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector

The generic Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is the teaching qualification developed for the full teaching role in the further education sector in England – though it can be used more widely. This Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector is contextualised for teachers of ESOL. It is a separate qualification from DTLLS in the QCF.

Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Potential trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

Purpose

The Level 5 Diploma 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 a full teaching role and covered by regulation or contractual requirement. 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

120

Guided Learning hours for the qualification

360 (as defined by the Skills Funding Agency)

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

Age range for Skills Funding Agency Purposes

These qualifications are listed as appropriate for learners of 19+

The majority of this qualification must be delivered to a single subject cohort of trainee teachers. The elements not required to be subject specific are the PTLLS element and two mandatory units:

- Continuing personal and professional development
- Wider professional practice

Practice

There is a requirement for a minimum of 100 hours of practice. This has been reduced from the previous requirement for 150 hours. This is to support access to the qualifications for those with only a limited amount of practice available to them. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Approximately 80% of practice should be in an ESOL learning and teaching environment. The remaining practice can be in other areas of learning and teaching.

ESOL practice must be undertaken within at least two of the three levels of the ESOL curriculum - Entry Level and one other - Level 1 or Level 2. There is a requirement to evidence working with groups of learners to achieve this qualification though the PTLLS element allows for working solely with individuals. There are particular practice requirements for certain units in the PTLLS element of this qualification. The 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 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)
- ESOL and the learners (Level 5)
- Literacy, ESOL and the learners (Level 5)
- ESOL theories and frameworks (Level 5)

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 Level 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. This must include working with groups of learners.

- Learning, planning assessment: ESOL (Level 4)
- ESOL learning and teaching (Level 5)
- Curriculum development for inclusive practice: ESOL (Level 5)
- Continuing personal and professional development (Level 5)

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)

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 eight (8) observations totalling a minimum of eight (8) 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 programme. Four (4) assessed observations must be of ESOL learning and teaching. These should include at least two ESOL observations at entry level.

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 practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish. There are particular 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 Level 4)
- Principles of assessment in lifelong learning (Level 3 and Level 4)
- Understanding the principles and practices of assessment (Level 3)
- ESOL and the learners (Level 5)
- Literacy, ESOL and the learners (Level 5)
- ESOL theories and frameworks (Level 5)

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 and Level 4)

Each candidate must deliver at least one fifteen (15) minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional forty five (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.

- Learning, planning assessment: ESOL (Level 4)
- ESOL learning and teaching (Level 5)
- Curriculum development for inclusive practice: ESOL (Level 5)
- Continuing personal and professional development (Level 5)
- Wider professional practice (Level 5)

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 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector

Included as restricted optional units are:

- Understanding the principles and practices of assessment (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 this Diploma 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 these partly integrated qualifications 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

All elements of the minimum core must be covered and assessed in this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage in the document are provided as guidance only. There is no requirement to deliver or assess knowledge and understanding elements in the units of assessment that are part of the PTLLS requirement. The elements can be delivered and assessed across any other mandatory and restricted optional units. This is a change from the previous guidance for these qualifications as there is no longer a requirement to deliver the qualification in two parts.

Requirements for personal skills in English, mathematics and ICT elements

All trainee teachers joining this qualification programme have to evidence personal skills in English at Level 3. There is no requirement for summative assessment of the numeracy and ICT personal skills minimum core elements in this qualification. Teachers will need to evidence these skills at a minimum of Level 2 when they seek QTLS or ATLS status. Trainee teachers should undertake an initial assessment of skills in numeracy and ICT. If they 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.

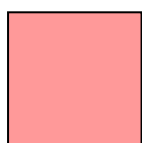
Opportunities to develop these personal skills should be across the mandatory and restricted optional units as a minimum. LSIS supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as teachers.

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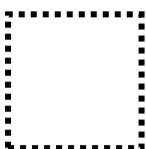
Key to Diagram

All diagrams **M** - Mandatory unit **O** - Optional unit

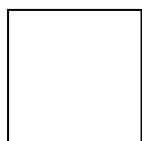
Generic Qualifications



Award



Qualification or group of units of assessment (dotted line)



Generic unit of assessment

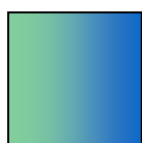
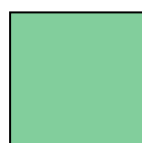
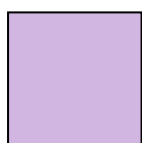
Subject Specific Qualifications

Numeracy

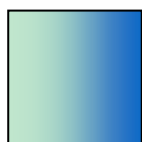
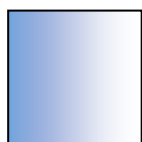
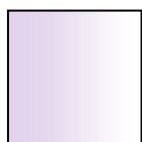
Literacy

ESOL

Literacy/ESOL



Subject specific unit of assessment



Generic unit of assessment contextualised for subject specialist cohort

Qualification structure at a glance

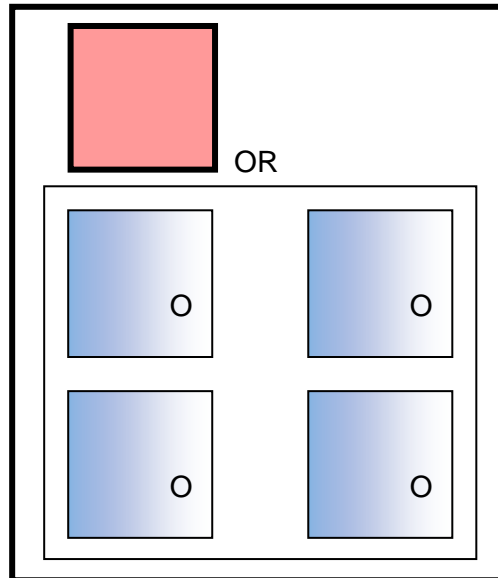
Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector 120 credits

90 credits at level 5 or above
Maximum of 12 credits at level 3

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

Roles and responsibilities in lifelong learning
3 credits
Level 4

Using inclusive learning and teaching approaches in lifelong learning
3 credits
Level 4



Understanding inclusive learning and teaching in lifelong learning
3 credits
Level 4

Principles of assessment in lifelong learning
3 credits
Level 4

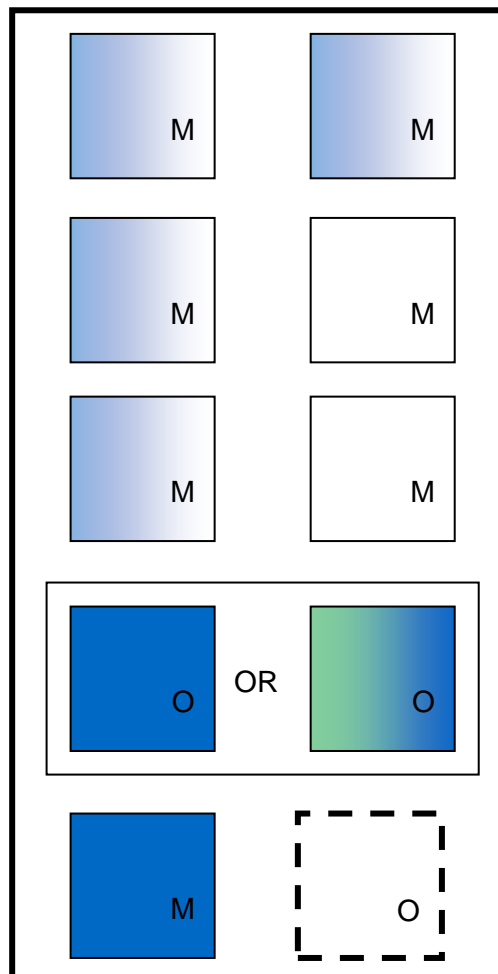
Learning, planning and assessment: ESOL
12 credits
Level 4

Enabling learning through assessment: ESOL)
12 credits
Level 5

Applying theories and principles for planning and enabling inclusive learning and teaching: ESOL
12 credits
Level 5

ESOL and the learners
15 credits
Level 5

ESOL theories and frameworks
15 credits
Level 5



Curriculum development for inclusive practice: **ESOL**
12 credits
Level 5

Continuing personal and professional development
12 credits
Level 5

Wider professional practice
12 credits
Level 5

Literacy, ESOL and the learners
15 credits
Level 5

Units from open optional group
6 credits
Level 3 or above

Rules of combination

To be awarded this qualification the learner must achieve a total of 120 credits.

90 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 87 credits from Group A
- 3 credits from Group B
- 6 credits from Group C or Group D
- 3 credits from Group E
- 15 credits from Group F
- 6 credits from Group G

Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector			
Total credit value of qualification: 120 credits			
Credit value at Level 5 or above	Minimum 90 credits		
Credit value at Level 3	Maximum 12 credits		
Credit value of mandatory units	87 credits		
Credit value of optional units	33 credits		
Unit title	Level	Credit Value	GLH
Group A			
<i>Eighty seven (87) credits must be achieved from this group</i>			
Learning, planning and assessment: ESOL	4	12	30
Enabling learning through assessment: ESOL	5	12	30
Applying theories and principles for planning and enabling inclusive learning and teaching: ESOL	5	12	30
Curriculum development for inclusive practice: ESOL	5	12	30
Continuing personal and professional development	5	12	30
Wider professional practice	5	12	30
ESOL theories and frameworks	5	15	40
Group B			
<i>Three (3) credits must be achieved from this group</i>			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Roles, responsibilities and relationships in lifelong learning	4	3	12
Group C			
<i>Six (6) credits must be achieved from Group C or Group D</i>			
<i>Three (3) credits from sub group C1 and 3 credits from sub group C2</i>			
Sub group C1			
Understanding inclusive learning and teaching in lifelong learning	3	3	12
Understanding inclusive learning and teaching in lifelong learning	4	3	12
Sub group C2			
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 D			
<i>Six (6) credits must be achieved from Group C or Group D</i>			
Facilitate learning and development for individuals	3	6	25
Facilitate learning and development in groups	3	6	25
Manage learning and development in groups	3	6	30
Group E			
<i>Three (3) credits must be achieved from this group</i>			
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 F			
<i>Fifteen (15) credits must be achieved from this group</i>			
ESOL and the learners	5	15	40
Literacy, ESOL and the learners	5	15	40
Group G			
<i>Six (6) credits must be achieved from optional units</i>			
Action learning to support development of subject specific pedagogy	5	15	50
Action learning for teaching in a specialist area of disability	5	15	40
Action research	5	15	50
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
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
Effective partnership working in the learning and teaching context	5	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
Improving numeracy knowledge, understanding and practice	5	15	40
Inclusive learning and teaching for disabled learners	5	15	40
Inclusive practice	4	15	50
Inclusive practice	5	15	50
Internally assure the quality of assessment	4	6	45
(The) Lifelong learning sector	4	15	50
(The) Lifelong learning sector	5	15	50
Literacy and the learners	5	15	40
Literacy theories and frameworks	5	15	40
Numeracy and the learners	5	15	40
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
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
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
Understanding theories and frameworks for teaching disabled learners	5	15	40
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

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Section 4

Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector

The generic Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is the teaching qualification developed for the full teaching role in the further education sector in England – though it can be used more widely. This Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector is contextualised for those teaching literacy and ESOL. It is a separate qualification from DTLLS in the QCF.

Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Potential trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

Purpose

The Level 5 Diploma 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 a full teaching role and covered by regulation or contractual requirement. 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

120

Guided Learning hours for the qualification

360 (as defined by the Skills Funding Agency)

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

Age range for Skills Funding Agency Purposes

These qualifications are listed as appropriate for learners of 19+

The majority of this qualification must be delivered to a subject specific cohort of trainee teachers. The elements not required to be subject specific are the PTLLS element and two mandatory units:

- Continuing personal and professional development
- Wider professional practice

Practice

There is a requirement for a minimum of 100 hours of practice. This has been reduced from the previous requirement for 150 hours. This is to support access to the qualifications for those only a limited amount of practice available to them. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. All practice should be in literacy and ESOL learning and teaching environments. Approximately 35% of the teaching practice hours should be with classes where the intention is to provide literacy teaching, and another 35% should be with classes where the intention is to provide ESOL teaching. The remaining practice hours can be in either context.

Literacy and ESOL practice must be undertaken within entry levels of the literacy and ESOL curricula. Teaching hours should also be evidenced at one other level - Level 1 or Level 2 in either literacy or ESOL contexts. There is a requirement to evidence working with groups of learners to achieve this qualification though the PTLLS element allows for working solely with individuals. There are particular practice requirements for certain units in the PTLLS element of this qualification. The 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 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)
- English: Literacy and ESOL and the learners (Level 5)
- English: Literacy and ESOL theories and frameworks (Level 5)

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 Level 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. This must include working with groups of learners.

- Learning, planning assessment: Literacy and ESOL (Level 4)
- English: Literacy and ESOL learning and teaching (Level 5)
- Curriculum development for inclusive practice: Literacy and ESOL (Level 5)
- Continuing personal and professional development (Level 5)
- Wider professional practice (Level 5)

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)

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 eight (8) observations totalling a minimum of eight (8) 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 programme. Three (3) assessed observations must be of literacy learning and teaching and three (3) assessed observations must be of ESOL learning and teaching. These should include at least one observation in each subject at entry level. The remaining two can be in either context.

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 practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish. There are particular 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 Level 4)
- Principles of assessment in lifelong learning (Level 3 and Level 4)
- 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 and Level 4)

Each candidate must deliver at least one fifteen (15) minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional forty five (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.

- Learning, planning assessment: Literacy and ESOL (Level 4)
- English: Literacy and ESOL learning and teaching (Level 5)
- Curriculum development for inclusive practice: Literacy and ESOL (Level 5)
- Continuing personal and professional development (Level 5)
- Wider professional practice (Level 5)

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 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector

Included as restricted optional units are:

- Understanding the principles and practices of assessment (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 this Diploma 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 these partly integrated qualifications 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

All elements of the minimum core must be covered and assessed in this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage in the document are provided as guidance only. There is no requirement to deliver or assess knowledge and understanding elements in the units of assessment that are part of the PTLLS requirement. The elements can be delivered and assessed across any other mandatory and restricted optional units. This is a change from the previous guidance for these qualifications as there is no longer a requirement to deliver the qualification in two parts.

Requirements for personal skills in English, mathematics and ICT elements

All trainee teachers joining this qualification programme have to evidence personal skills in English at Level 3. There is no requirement for summative assessment of the numeracy and ICT personal skills minimum core elements in this qualification. Teachers will need to evidence these skills at a minimum of Level 2 when they seek QTLS or ATLS status. Trainee teachers should undertake an initial assessment of skills in numeracy and ICT. If they 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.

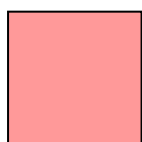
Opportunities to develop these personal skills should be across the mandatory and restricted optional units as a minimum. LSIS supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as teachers.

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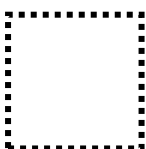
Key to Diagram

All diagrams **M** - Mandatory unit **O** - Optional unit

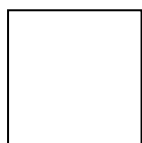
Generic Qualifications



Award



Qualification or group of units of assessment (dotted line)



Generic unit of assessment

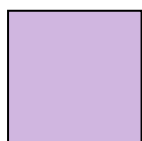
Subject Specific Qualifications

Numeracy

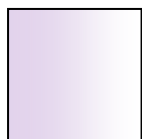
Literacy

ESOL

Literacy/ESOL



Subject specific unit of assessment

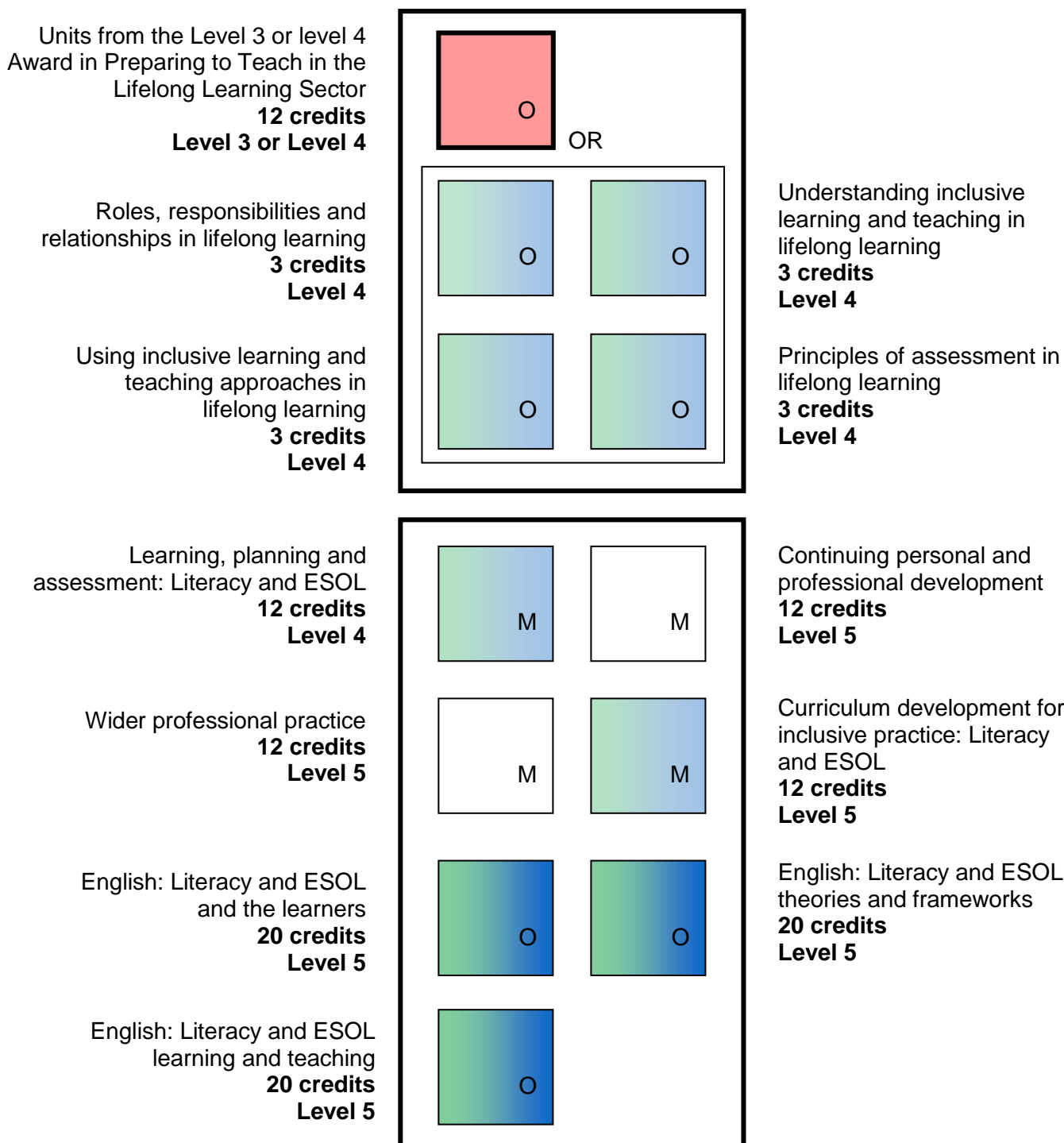


Generic unit of assessment contextualised for subject specialist cohort

Qualification structure at a glance

Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector 120 credits

96 credits at level 5 or above
Maximum of 12 credits at level 3



Rules of combination

To be awarded this qualification the learner must achieve a total of 120 credits.

96 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 108 credits from Group A
- 3 credits from Group B
- 6 credits from Group C or Group D
- 3 credits from Group E

Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector			
Total credit value of qualification: 120 credits			
Credit value at Level 5 or above	Minimum 96 credits		
Credit value at Level 3	Maximum 12 credits		
Credit value of mandatory units	108 credits		
Credit value of optional units	12 credits		
Unit title	Level	Credit Value	GLH
Group A			
<i>One hundred and eight (108) credits must be achieved from this group</i>			
English: Literacy and ESOL and the learners	5	20	60
English: Literacy and ESOL theories and frameworks	5	20	60
English: Literacy and ESOL learning and teaching	5	20	60
Learning, planning and assessment: Literacy and ESOL	4	12	60
Curriculum development for inclusive practice: Literacy and ESOL	5	12	30
Continuing personal and professional development	5	12	30
Wider professional practice	5	12	30
Group B			
<i>Three (3) credits must be achieved from this group</i>			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Roles, responsibilities and relationships in lifelong learning	4	3	12
Group C			
<i>Six (6) credits must be achieved from Group C or Group D</i>			
<i>Three (3) credits from sub group C1 and 3 credits from sub group C2</i>			
Sub group C1			
Understanding inclusive learning and teaching in lifelong learning	3	3	12
Understanding inclusive learning and teaching in lifelong learning	4	3	12
Sub group C2			
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 D			
<i>Six (6) credits must be achieved from Group C or Group D</i>			
Facilitate learning and development for individuals	3	6	25
Facilitate learning and development in groups	3	6	25
Manage learning and development in groups	3	6	30
Group E			
<i>Three (3) credits must be achieved from this group</i>			
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

Section 5

Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector

The generic Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is the teaching qualification developed for the full teaching role in the further education sector in England – though it can be used more widely. This Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector is contextualised for teachers of numeracy. It is a separate qualification from DTLLS in the QCF.

Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Potential trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

Purpose

The Level 5 Diploma 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 a full teaching role and covered by regulation or contractual requirement. 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

120

Guided Learning hours for the qualification

360 (as defined by the Skills funding Agency)

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

Age range for Skills Funding Agency Purposes

These qualifications are listed as appropriate for learners of 19+

The majority of this qualification must be delivered to a single subject cohort of trainee teachers. The elements not required to be subject specific are the PTLLS element and two mandatory units:

- Continuing personal and professional development
- Wider professional practice

Practice

There is a requirement for a minimum of 100 hours of practice. This has been reduced from the previous requirement for 150 hours. This is to support access to the qualifications for those with only a limited amount of practice available to them. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Approximately 80% of practice should be in a numeracy learning and teaching environment. The remaining practice can be in other areas of learning and teaching.

Numeracy practice must be undertaken within at least two of the three levels of the numeracy curriculum - Entry Level and one other - Level 1 or Level 2. There is a requirement to evidence working with groups of learners to achieve this qualification though the PTLLS element allows for working solely with individuals. There are particular practice requirements for certain units in the PTLLS element of this qualification. The 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 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)
- Numeracy and the learners (Level 5)
- Improving numeracy knowledge, understanding and practice (Level 5)

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 Level 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. This must include working with groups of learners.

- Learning, planning assessment: Numeracy (Level 4)
- Numeracy learning and teaching (Level 5)
- Curriculum development for inclusive practice: Numeracy (Level 5)
- Continuing personal and professional development (Level 5)

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)

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 eight (8) observations totalling a minimum of eight (8) 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 programme. Four (4) assessed observations must be of numeracy learning and teaching. These should include at least two literacy observations at entry level.

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 practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish. There are particular 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 Level 4)
- Principles of assessment in lifelong learning (Level 3 and Level 4)
- 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 and Level 4)

Each candidate must deliver at least one fifteen (15) minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional forty five (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.

- Learning, planning assessment: Numeracy (Level 4)
- Numeracy learning and teaching (Level 5)
- Curriculum development for inclusive practice: Numeracy (Level 5)
- Continuing personal and professional development (Level 5)
- Wider professional practice (Level 5)

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 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector

Included as restricted optional units are:

- Understanding the principles and practices of assessment (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 this Diploma 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 these partly integrated qualifications 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

All elements of the minimum core must be covered and assessed in this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage in the document are provided as guidance only. There is no requirement to deliver or assess knowledge and understanding elements in the units of assessment that are part of the PTLLS requirement. The elements can be delivered and assessed across any other mandatory and restricted optional units. This is a change from the previous guidance for these qualifications as there is no longer a requirement to deliver the qualification in two parts.

Requirements for personal skills in English, mathematics and ICT elements

All trainee teachers joining this qualification programme have to evidence personal skills in Mathematics at Level 3. There is no requirement for summative assessment of the literacy, language and ICT personal skills minimum core elements in this qualification. Teachers will need to evidence these skills at a minimum of Level 2 when they seek QTLS or ATLS status. Trainee teachers should undertake an initial assessment of skills in numeracy and ICT. If they 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.

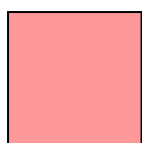
Opportunities to develop these personal skills should be across the mandatory and restricted optional units as a minimum. LSIS supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as teachers.

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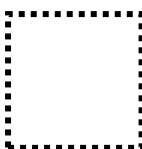
Key to Diagram

All diagrams **M** - Mandatory unit **O** - Optional unit

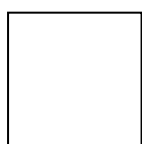
Generic Qualifications



Award



Qualification or group of units of assessment (dotted line)



Generic unit of assessment

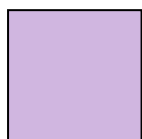
Subject Specific Qualifications

Numeracy

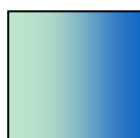
Literacy

ESOL

Literacy/ESOL



Subject specific unit of assessment

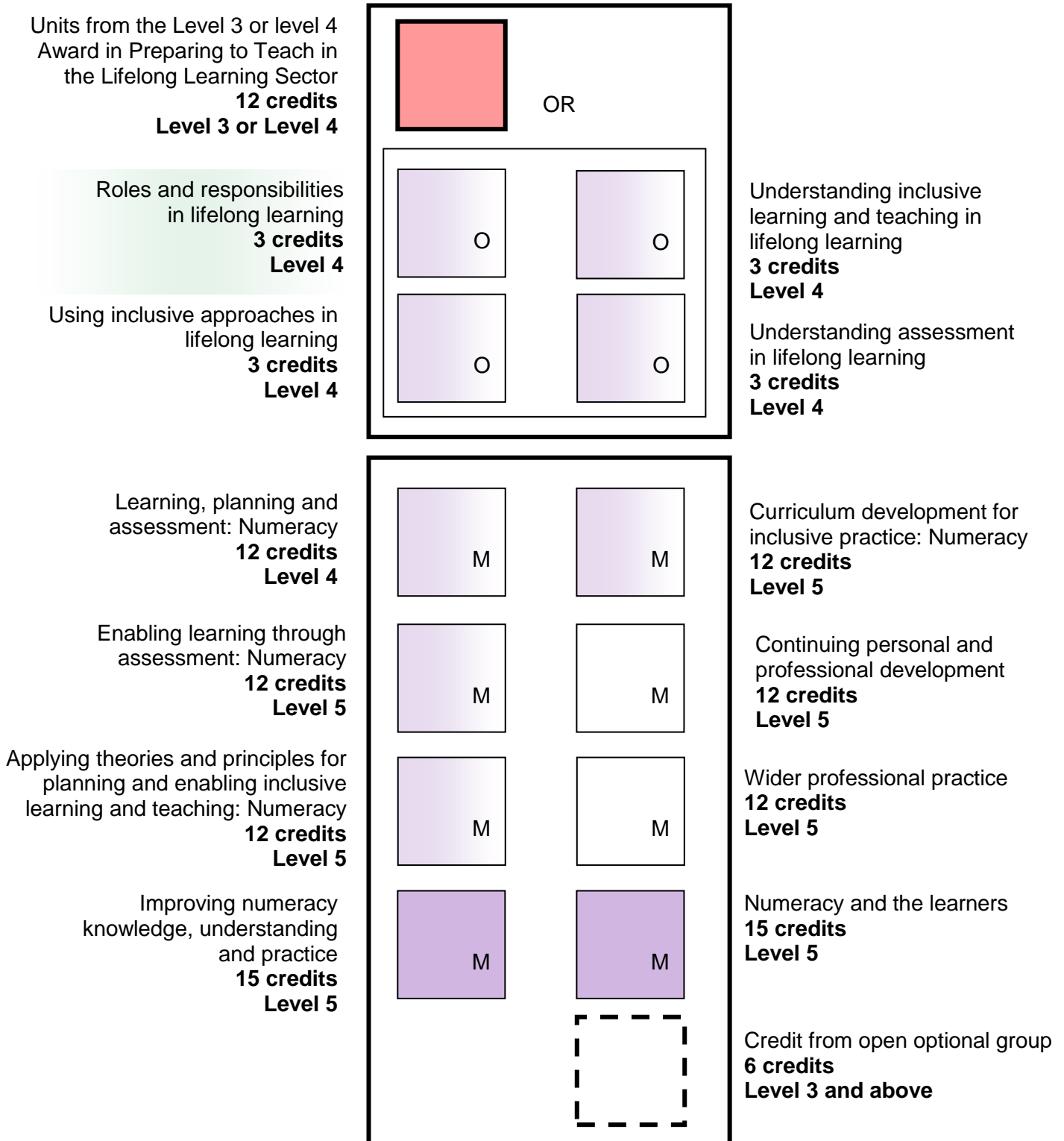


Generic unit of assessment contextualised for subject specialist cohort

Qualification structure at a glance

Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector 120 credits

90 credits at level 5 or above
Maximum of 12 credits at level 3



Rules of combination

To be awarded this qualification the learner must achieve a total of 120 credits.

90 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 102 credits from Group A
- 3 credits from Group B
- 6 credits from Group C or Group D
- 3 credits from Group E
- 6 credits from Group F

Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector

Total credit value of qualification: 120 credits

Credit value at Level 5 or above	Minimum 90 credits		
Credit value at Level 3	Maximum 12 credits		
Credit value of mandatory units	102 credits		
Credit value of optional units	18 credits		
Unit title	Level	Credit Value	GLH
Group A			
<i>Eighty seven (87) credits must be achieved from this group</i>			
Improving numeracy knowledge, understanding and practice	5	15	40
Numeracy and the learners	5	15	40
Learning, planning and assessment: Numeracy	4	12	40
Enabling learning through assessment: Numeracy	5	12	30
Applying theories and principles for planning and enabling inclusive learning and teaching: Numeracy	5	12	30
Curriculum development for inclusive practice: Numeracy	5	12	30
Continuing personal and professional development	5	12	30
Wider professional practice	5	12	30
Group B			
<i>Three (3) credits must be achieved from this group</i>			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Roles, responsibilities and relationships in lifelong learning	4	3	12
Group C			
<i>Six (6) credits must be achieved from Group C or Group D</i>			
<i>Three (3) credits from sub group C1 and 3 credits from sub group C2</i>			
Sub group C1			
Understanding inclusive learning and teaching in lifelong learning	3	3	12
Understanding inclusive learning and teaching in lifelong learning	4	3	12
Sub group C2			
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 D			
<i>Six (6) credits must be achieved from Group C or Group D</i>			
Facilitate learning and development for individuals	3	6	25
Facilitate learning and development in groups	3	6	25
Manage learning and development in groups	3	6	30
Group E			
<i>Three (3) credits must be achieved from this group</i>			
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 F			
<i>Six (6) credits must be achieved from this optional units</i>			
Action learning to support development of subject specific pedagogy	5	15	50
Action learning for teaching in a specialist area of disability	5	15	40
Action research	5	15	50
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
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
Effective partnership working in the learning and teaching context	5	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
ESOL and the learners	5	15	40

ESOL theories and frameworks	5	15	40
Evaluating learning programmes	4	3	15
Identify the learning needs of organisations	4	6	30
Inclusive learning and teaching for disabled learners	5	15	40
Inclusive practice	4	15	50
Inclusive practice	5	15	50
Internally assure the quality of assessment	4	6	45
(The) Lifelong learning sector	4	15	50
(The) Lifelong learning sector	5	15	50
Literacy and the learners	5	15	40
Literacy theories and frameworks	5	15	40
Literacy, ESOL and the learners	5	15	40
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
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
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
Understanding theories and frameworks for teaching disabled learners	5	15	40
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

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Section 6

Mandatory and restricted optional units of assessment

Applying theories and principles for planning and enabling inclusive learning and teaching: ESOL Level 5

Applying theories and principles for planning and enabling inclusive learning and teaching: Literacy Level 5

Applying theories and principles for planning and enabling inclusive learning and teaching: Numeracy Level 5

Continuing personal and professional development Level 5

Curriculum development for inclusive practice: ESOL Level 5

Curriculum development for inclusive practice: Literacy Level 5

Curriculum development for inclusive practice: Literacy and ESOL Level 5

Curriculum development for inclusive practice: Numeracy Level 5

Enabling learning through assessment: ESOL Level 5

Enabling learning through assessment: Literacy Level 5

Enabling learning through assessment: Numeracy Level 5

English: Literacy and ESOL and the learners Level 5

English: Literacy and ESOL learning and teaching Level 5

English: Literacy and ESOL theories and frameworks Level 5

ESOL and the learners Level 5

ESOL theories and frameworks Level 5

Facilitate learning and development for individuals Level 3

Facilitate learning and development in groups Level 3

Improving numeracy knowledge, understanding and practice Level 5

Learning, planning and assessment: ESOL Level 4

Learning, planning and assessment: Literacy Level 4

Learning, planning and assessment: Literacy and ESOL Level 4

Learning, planning and assessment: Numeracy Level 4

Literacy and the learners Level 5

Literacy, ESOL and the learners Level 5

Literacy theories and frameworks Level 5

Manage learning and development in groups Level 4

Numeracy and the learners Level 5

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

Wider professional practice Level 5

38 units

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UNIT TITLE	Applying theories and principles for planning and enabling inclusive learning and teaching: ESOL	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching	1.1	Analyse the factors that can affect learning and achievement
	1.2	Explain how theories and principles of learning and communication can be applied to enable inclusive learning and teaching
2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching	2.1	Apply inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication
	2.2	Assess the effectiveness of own selection and use of inclusive learning and teaching strategies and resources
3. Be able to meet the expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching	3.1	Analyse ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching
	3.2	Use elements of minimum core in applying theories and principles for planning and enabling inclusive learning and teaching
4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching	4.1	Analyse how own application of theories and principles of learning and communication impact on inclusive learning and teaching
	4.2	Evaluate strengths and areas for improvement in own application of theories and principles of inclusive learning and teaching
	4.3	Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching

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 theories, principles and applications of learning and communication and apply them to inclusive ESOL learning and teaching. It covers expectations in relation to the minimum core in relation to application of theories and principles in for planning and enabling inclusive ESOL learning and teaching. It enables the learner to evaluate their own application of theories and principles of learning and communication to inclusive ESOL learning and teaching.
Unit available from	1st October 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in ESOL teaching and learning environments
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	30

UNIT TITLE	Applying theories and principles for planning and enabling inclusive learning and teaching: Literacy	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching	1.1	Analyse the factors that can affect learning and achievement
	1.2	Explain how theories and principles of learning and communication can be applied to enable inclusive learning and teaching
2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching	2.1	Apply inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication
	2.2	Assess the effectiveness of own selection and use of inclusive learning and teaching strategies and resources
3. Be able to meet the expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching	3.1	Analyse ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching
	3.2	Use elements of minimum core in applying theories and principles for planning and enabling inclusive learning and teaching
4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching	4.1	Analyse how own application of theories and principles of learning and communication impact on inclusive learning and teaching
	4.2	Evaluate strengths and areas for improvement in own application of theories and principles of inclusive learning and teaching
	4.3	Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching

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 theories, principles and applications of learning and communication and apply them to inclusive literacy learning and teaching. It covers expectations in relation to the minimum core in relation to application of theories and principles in for planning and enabling inclusive literacy learning and teaching. It enables the learner to evaluate their own application of theories and principles of learning and communication to inclusive literacy learning and teaching.
Unit available from	1st October 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in literacy teaching and learning environments
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	30

UNIT TITLE	Applying theories and principles for planning and enabling inclusive learning and teaching: Numeracy	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching	1.1	Analyse the factors that can affect learning and achievement
	1.2	Explain how theories and principles of learning and communication can be applied to enable inclusive learning and teaching
2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching	2.1	Apply inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication
	2.2	Assess the effectiveness of own selection and use of inclusive learning and teaching strategies and resources
3. Be able to meet the expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching	3.1	Analyse ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching
	3.2	Use elements of minimum core in applying theories and principles for planning and enabling inclusive learning and teaching
4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching	4.1	Analyse how own application of theories and principles of learning and communication impact on inclusive learning and teaching
	4.2	Evaluate strengths and areas for improvement in own application of theories and principles of inclusive learning and teaching
	4.3	Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching

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 theories, principles and applications of learning and communication and apply them to inclusive numeracy learning and teaching. It covers expectations in relation to the minimum core in relation to application of theories and principles in for planning and enabling inclusive numeracy learning and teaching. It enables the learner to evaluate their own application of theories and principles of learning and communication to inclusive numeracy learning and teaching.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of Mathematics (Numeracy)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in numeracy teaching and learning environments
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	30

UNIT TITLE	Continuing personal and professional development	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the application of theories, principles and models of reflective practice to continuing personal and professional development	1.1	Evaluate theories, principles and models of reflective practice
	1.2	Explain how theories, principles and models of reflective practice can be applied to own continuing personal and professional development
2. Understand own continuing personal and professional development needs	2.1	Evaluate own strengths as a learning professional and areas for improvement
	2.2	Review own literacy, language, numeracy, and ICT skills
	2.3	Analyse how own personal, interpersonal and professional skills impact on learners and other learning professionals
	2.4	Plan continuing personal and professional development opportunities to meet own development needs
3. Be able to engage in continuing personal and professional development to improve own practice	3.1	Engage in continuing personal and professional development opportunities to meet own development needs
	3.2	Evaluate the impact of continuing personal and professional development activities on own practice
	3.3	Identify further continuing personal and professional development needs

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand and apply theories, principles and models of reflective practice to continuing personal and professional development. It enables the learner to understand their own development needs and engage in personal and professional development to improve their practice.
Unit available from	1 st October 2011
Unit review date	31 st 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 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	30

UNIT TITLE	Curriculum development for inclusive practice: ESOL	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand contexts in which education and training are provided in the lifelong learning sector	1.1	Analyse ways in which the curriculum offer can differ according to the context in which it is provided
	1.2	Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided
2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching	2.1	Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching
	2.2	Evaluate how the curriculum in own specialist area meets the needs of learners
3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice	3.1	Design and implement learning programmes in accordance with the theories, principles and models of curriculum design
	3.2	Design learning programmes in own specialist area which promote equality of opportunity and value diversity
	3.3	Identify the impact of the pedagogic use of technology on curriculum design in own specialist area
	3.4	Develop and justify proposals to improve the curriculum offer
4. Be able to evaluate and improve own practice in inclusive curriculum design and development	4.1	Review the effectiveness of application of theories, principles and models of curriculum design to own practice
	4.2	Reflect on strengths and areas for improvement in application of theories, principles and models of curriculum design to own practice
	4.3	Engage in professional development opportunities to improve application of theories, principles and models of curriculum design to 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 understand and apply the contexts for education and training in the lifelong learning sector and the impact of theories, principles and models of curriculum design on curriculum development and practice in relation to ESOL. It enables the learner to evaluate their own practice in inclusive curriculum design and development in ESOL.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in ESOL 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	30

UNIT TITLE	Curriculum development for inclusive practice: Literacy	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand contexts in which education and training are provided in the lifelong learning sector	1.1	Analyse ways in which the curriculum offer can differ according to the context in which it is provided
	1.2	Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided
2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching	2.1	Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching
	2.2	Evaluate how the curriculum in own specialist area meets the needs of learners
3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice	3.1	Design and implement learning programmes in accordance with the theories, principles and models of curriculum design
	3.2	Design learning programmes in own specialist area which promote equality of opportunity and value diversity
	3.3	Identify the impact of the pedagogic use of technology on curriculum design in own specialist area
	3.4	Develop and justify proposals to improve the curriculum offer
4. Be able to evaluate and improve own practice in inclusive curriculum design and development	4.1	Review the effectiveness of application of theories, principles and models of curriculum design to own practice
	4.2	Reflect on strengths and areas for improvement in application of theories, principles and models of curriculum design to own practice
	4.3	Engage in professional development opportunities to improve application of theories, principles and models of curriculum design to 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 understand and apply the contexts for education and training in the lifelong learning sector and the impact of theories, principles and models of curriculum design on curriculum development and practice in relation to literacy. It enables the learner to evaluate their own practice in inclusive curriculum design and development in literacy.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in literacy teaching and learning environments
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	30

UNIT TITLE	Curriculum development for inclusive practice: Literacy and ESOL	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand contexts in which education and training are provided in the lifelong learning sector	1.1	Analyse ways in which the curriculum offer can differ according to the context in which it is provided
	1.2	Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided
2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching	2.1	Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching
	2.2	Evaluate how the curriculum in own specialist area meets the needs of learners
3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice	3.1	Design and implement learning programmes in accordance with the theories, principles and models of curriculum design
	3.2	Design learning programmes in own specialist area which promote equality of opportunity and value diversity
	3.3	Identify the impact of the pedagogic use of technology on curriculum design in own specialist area
	3.4	Develop and justify proposals to improve the curriculum offer
4. Be able to evaluate and improve own practice in inclusive curriculum design and development	4.1	Review the effectiveness of application of theories, principles and models of curriculum design to own practice
	4.2	Reflect on strengths and areas for improvement in application of theories, principles and models of curriculum design to own practice
	4.3	Engage in professional development opportunities to improve application of theories, principles and models of curriculum design to 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 understand and apply the contexts for education and training in the lifelong learning sector and the impact of theories, principles and models of curriculum design on curriculum development and practice in relation to literacy. It enables the learner to evaluate their own practice in inclusive curriculum design and development in literacy and ESOL.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in literacy and ESOL teaching and learning environments
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	30

UNIT TITLE	Curriculum development for inclusive practice: Numeracy	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand contexts in which education and training are provided in the lifelong learning sector	1.1	Analyse ways in which the curriculum offer can differ according to the context in which it is provided
	1.2	Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided
2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching	2.1	Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching
	2.2	Evaluate how the curriculum in own specialist area meets the needs of learners
3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice	3.1	Design and implement learning programmes in accordance with the theories, principles and models of curriculum design
	3.2	Design learning programmes in own specialist area which promote equality of opportunity and value diversity
	3.3	Identify the impact of the pedagogic use of technology on curriculum design in own specialist area
	3.4	Develop and justify proposals to improve the curriculum offer
4. Be able to evaluate and improve own practice in inclusive curriculum design and development	4.1	Review the effectiveness of application of theories, principles and models of curriculum design to own practice
	4.2	Reflect on strengths and areas for improvement in application of theories, principles and models of curriculum design to own practice
	4.3	Engage in professional development opportunities to improve application of theories, principles and models of curriculum design to 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 understand and apply the contexts for education and training in the lifelong learning sector and the impact of theories, principles and models of curriculum design on curriculum development and practice in relation to numeracy. It enables the learner to evaluate their own practice in inclusive curriculum design and development in numeracy.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of Mathematics (Numeracy)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in numeracy teaching and learning environments
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	30

UNIT TITLE	Enabling learning through assessment: ESOL	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand theories, principles and applications of formal and informal assessment	1.1	Review the application of theories and principles of assessment in own specialist area
2. Be able to design formal and informal assessments to enable learning and progression	2.1	Devise models of assessment to enable learning and progression
	2.2	Explain how the design of formal and informal assessment methods and instruments enables learning and progression for all learners
	2.3	Design formal and informal assessment methods and instruments that are fair, valid, reliable, and sufficient
3. Be able to conduct formal and informal assessments to enable learning and progression	3.1	Create an environment for assessment which maximises learners' opportunities for success
	3.2	Use assessment models, methods and instruments to enable learning and progression for all learners
	3.3	Record learner progress and achievement in accordance with internal processes and external requirements
	3.4	Give constructive feedback to learners on their progress and achievement
	3.5	Negotiate future learning targets with learners
	3.6	Report on learner progress and achievement in accordance with internal processes and external requirements
4. Understand minimum core expectations in relation to enabling learning and assessment	4.1	Review ways in which elements of the minimum core can be demonstrated in teaching, learning and assessment'
	4.2	Apply minimum core elements in teaching, learning and assessment in own specialist area
5. Be able to evaluate and improve own assessment practice	5.1	Review the effectiveness of own assessment practice
	5.2	Reflect on strengths and areas for improvement in own assessment practice
	5.3	Evaluate professional development opportunities 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 understand the theories, principles and applications of formal and informal assessment and apply them to the design and conduct of informal and formal assessment in ESOL to enable learning and progression. It covers expectations in relation to the minimum core in relation to enabling learning and assessment. It enables the learner to evaluate their own assessment practice in ESOL to enable learning and progression.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in ESOL teaching and learning environments
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	30

UNIT TITLE	Enabling learning through assessment: Literacy	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand theories, principles and applications of formal and informal assessment	1.1	Review the application of theories and principles of assessment in own specialist area
2. Be able to design formal and informal assessments to enable learning and progression	2.1	Devise models of assessment to enable learning and progression
	2.2	Explain how the design of formal and informal assessment methods and instruments enables learning and progression for all learners
	2.3	Design formal and informal assessment methods and instruments that are fair, valid, reliable, and sufficient
3. Be able to conduct formal and informal assessments to enable learning and progression	3.1	Create an environment for assessment which maximises learners' opportunities for success
	3.2	Use assessment models, methods and instruments to enable learning and progression for all learners
	3.3	Record learner progress and achievement in accordance with internal processes and external requirements
	3.4	Give constructive feedback to learners on their progress and achievement
	3.5	Negotiate future learning targets with learners
	3.6	Report on learner progress and achievement in accordance with internal processes and external requirements
4. Understand minimum core expectations in relation to enabling learning and assessment	4.1	Review ways in which elements of the minimum core can be demonstrated in teaching, learning and assessment'
	4.2	Apply minimum core elements in teaching, learning and assessment in own specialist area
5. Be able to evaluate and improve own assessment practice	5.1	Review the effectiveness of own assessment practice
	5.2	Reflect on strengths and areas for improvement in own assessment practice
	5.3	Evaluate professional development opportunities 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 understand the theories, principles and applications of formal and informal assessment and apply them to the design and conduct of informal and formal assessment in literacy to enable learning and progression. It covers expectations in relation to the minimum core in relation to enabling learning and assessment. It enables the learner to evaluate their own assessment practice in literacy to enable learning and progression.
Unit available from	1 st October 2011
Unit review date	31 st October 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in literacy teaching and learning environments
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	30

UNIT TITLE	Enabling learning through assessment: Numeracy	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand theories, principles and applications of formal and informal assessment	1.1	Review the application of theories and principles of assessment in own specialist area
2. Be able to design formal and informal assessments to enable learning and progression	2.1	Devise models of assessment to enable learning and progression
	2.2	Explain how the design of formal and informal assessment methods and instruments enables learning and progression for all learners
	2.3	Design formal and informal assessment methods and instruments that are fair, valid, reliable, and sufficient
3. Be able to conduct formal and informal assessments to enable learning and progression	3.1	Create an environment for assessment which maximises learners' opportunities for success
	3.2	Use assessment models, methods and instruments to enable learning and progression for all learners
	3.3	Record learner progress and achievement in accordance with internal processes and external requirements
	3.4	Give constructive feedback to learners on their progress and achievement
	3.5	Negotiate future learning targets with learners
	3.6	Report on learner progress and achievement in accordance with internal processes and external requirements
4. Understand minimum core expectations in relation to enabling learning and assessment	4.1	Review ways in which elements of the minimum core can be demonstrated in teaching, learning and assessment'
	4.2	Apply minimum core elements in teaching, learning and assessment in own specialist area
5. Be able to evaluate and improve own assessment practice	5.1	Review the effectiveness of own assessment practice
	5.2	Reflect on strengths and areas for improvement in own assessment practice
	5.3	Evaluate professional development opportunities 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 understand the theories, principles and applications of formal and informal assessment and apply them to the design and conduct of informal and formal assessment in numeracy to enable learning and progression. It covers expectations in relation to the minimum core in relation to enabling learning and assessment. It enables the learner to evaluate their own assessment practice in numeracy to enable learning and progression.
Unit available from	1 st October 2011
Unit review date	31 st October 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of Mathematics (Numeracy)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in numeracy teaching and learning environments
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	30

UNIT TITLE	English: Literacy and ESOL and the learners	
CREDIT LEVEL	5	
CREDIT VALUE	20	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the significance of language change for literacy and ESOL learners	1.1	Explain reasons for language change in spoken and written English
	1.2	Analyse recent changes in the use of spoken language at: <ul style="list-style-type: none"> • discourse level • phrase level • word level
	1.3	Analyse changes in the use of written language at: <ul style="list-style-type: none"> • text level • sentence level • word level
	1.4	Analyse ways in which language change can have an impact on ESOL learners' literacy and language development
2. Understand the significance of language variety for literacy and ESOL learners	2.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	2.2	Analyse ways in which literacy and language use can vary according to context
	2.3	Analyse ways in which language variety can impact on literacy learners' literacy and language development
	2.4	Analyse ways in which language variety can have an impact on ESOL learners' literacy and language development
3. Understand the relationship between language and social processes	3.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	3.2	Analyse how language is used in the formation, maintenance and transformation of power relations
	3.3	Explain the role and impact of existing literacy and language practices in literacy and language development
4. Understand the use of English as a medium for learning and teaching	4.1	Explain the challenge for ESOL learners of using English as a medium for learning
	4.2	Analyse the role of meta-language in literacy and language learning and teaching

5. Understand factors which influence literacy and language acquisition, learning and use	5.1	Analyse personal, social and cultural factors influencing literacy and ESOL learners' literacy and language acquisition, learning and use
	5.2	Analyse the impact of learning difficulties and disabilities on literacy and language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	Learners will consider language change, language variety, the relationship between language and social processes and in the use of English as a medium of learning. Learners will also consider factors which influence literacy and language acquisition, learning and use.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
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	60

UNIT TITLE	English: Literacy and ESOL learning and teaching	
CREDIT LEVEL	5	
CREDIT VALUE	20	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to plan inclusive literacy and language learning and teaching for literacy and ESOL learners	1.1	Plan literacy and ESOL learning and teaching to meet the needs of individual learners using: <ul style="list-style-type: none"> • own specialist knowledge of language systems • the results of specialist initial and diagnostic assessments • specialist curricula
	1.2	Select literacy and language approaches, methods, activities and resources to meet the individual needs of learners
2. Be able to deliver inclusive literacy and language learning and teaching for literacy and ESOL learners	2.1	Adapt and use literacy and language approaches, methods, activities and resources to meet the individual needs of learners
	2.2	Use specialist literacy and language approaches, methods, activities and resources to develop learners': <ul style="list-style-type: none"> • awareness of how language works • basic literacy skills • speaking and listening skills • reading skills • writing skills
3. Understand how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes	3.1	Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas
	3.2	Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area
4. Be able to use specialist approaches and tools in the assessment of literacy and language learners	4.1	Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL
	4.2	Select and use specialist approaches and tools to conduct literacy and language assessments for and of learning fairly and equitably
	4.3	Involve literacy and ESOL learners in the processes of assessment
	4.4	Record relevant specialist assessment information to inform teaching and learning
5. Be able to communicate effectively with literacy and ESOL learners	5.1	Use meta-language to meet the needs of learners
	5.2	Use strategies to check learners understanding

		of language and concepts
	5.3	Use bilingual approaches and materials to meet the needs of ESOL learners
	5.4	Provide clear instructions to learners for literacy and language activities and assessments
6. Be able to evaluate and improve own practice in teaching literacy and language	6.1	Reflect on own practice in teaching literacy and language drawing on feedback from learners and colleagues
	6.2	Reflect on ways to improve own practice in teaching literacy and language

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to provide inclusive literacy and ESOL learning and teaching. Learners will consider how to plan and deliver inclusive literary and ESOL learning and teaching, how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes, the use of specialist approaches and tools in the assessment of literacy and language learners and how to communicate effectively with literacy and ESOL learners. Learners will also evaluate and improve their ESOL practice.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in literacy and ESOL teaching and learning environments
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	60

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UNIT TITLE	English: Literacy and ESOL theories and frameworks	
CREDIT LEVEL	5	
CREDIT VALUE	20	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand theories and principles relating to language acquisition and learning	1.1	Analyse theories of first and second language acquisition and learning
	1.2	Analyse language teaching approaches associated with theories of first and second language acquisition and learning
2. Understand theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development
	2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
3. Understand how language can be described and analysed	3.1	Review ways in which language can be described
	3.2	Describe descriptive and prescriptive approaches to language analysis
	3.3	Identify significant differences between the description and conventions of English and other languages
	3.4	Analyse spoken and written language at: <ul style="list-style-type: none"> • text and discourse level • sentence and phrase level • word level
	3.5	Analyse the impact of phonological features of spoken English on the communication of ESOL learners
	3.6	Use key discoursal, grammatical, lexical and phonological terms accurately
4. Understand the processes involved in the development of speaking, listening, reading and writing skills of literacy and ESOL learners	4.1	Analyse the processes involved in speaking and listening for learners
	4.2	Analyse the processes involved in reading and writing for learners
	4.3	Explain the mutual dependence of speaking, listening, reading and writing in literacy and language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of literacy and ESOL theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for literacy and ESOL learners.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
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	60

UNIT TITLE	ESOL and the learners	
CREDIT LEVEL	5	
CREDIT VALUE	15	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the significance of language change for ESOL learners	1.1	Explain reasons for language change in both spoken and written English
	1.2	Analyse recent changes in the use of spoken language at: <ul style="list-style-type: none"> • discourse level • phrase level • word level
	1.3	Analyse changes in the use of written language at: <ul style="list-style-type: none"> • text level • sentence level • word level
	1.4	Analyse ways in which language change can have an impact on the literacy and language development of ESOL learners
2. Understand the significance of language variety for ESOL learners	2.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	2.2	Analyse ways in which literacy and language use can vary according to context
	2.3	Analyse ways in which language variety can have an impact on the literacy and language development of ESOL learners
3. Understand the relationship between language and social processes	3.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	3.2	Analyse how language is used in the formation, maintenance and transformation of power relations
	3.3	Explain the role and impact of existing literacy and language practices on literacy and language development of ESOL learners
4. Understand factors which influence literacy and language acquisition, learning and use	4.1	Analyse personal, social and cultural factors influencing the development of written and spoken language of ESOL learners
	4.2	Analyse the impact of learning difficulties and disabilities on literacy and language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
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	40

UNIT TITLE	ESOL theories and frameworks	
CREDIT LEVEL	5	
CREDIT VALUE	15	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand theories and principles relating to language acquisition and learning	1.1	Analyse theories of first and second language acquisition and learning
	1.2	Analyse language teaching approaches associated with theories of first and second language acquisition and learning
2. Understand theories and principles relating to literacy learning and development	2.1	Review theories of literacy learning and development
	2.2	Review literacy teaching approaches associated with theories of literacy learning and development
3. Understand how language can be described and analysed	3.1	Review ways in which language can be described
	3.2	Describe descriptive and prescriptive approaches to language analysis
	3.3	Identify significant differences between the description and conventions of English and other languages
	3.4	Analyse spoken and written language at: <ul style="list-style-type: none"> • text and discourse level • sentence and phrase level • word level
	3.5	Analyse the impact of phonological features of spoken English on the communication of ESOL learners
	3.6	Use key discursal, grammatical, lexical and phonological terms accurately
4. Understand the processes involved in the development of speaking, listening, reading and writing skills	4.1	Analyse the processes involved in speaking and listening for ESOL learners
	4.2	Analyse the processes involved in reading and writing for ESOL learners
	4.3	Explain the mutual dependence of speaking, listening, reading and writing in literacy and language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of ESOL theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for ESOL learners.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
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	40

UNIT TITLE	Facilitate learning and development for individuals	
CREDIT LEVEL	3	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
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

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 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	31 st 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)	None
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

UNIT TITLE	Facilitate learning and development in groups	
CREDIT LEVEL	3	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
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	31 st 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)	None
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	Improving numeracy knowledge, understanding and practice	
CREDIT LEVEL	5	
CREDIT VALUE	15	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand fundamental attributes of mathematics and numeracy	1.1	Review the historic and cultural developments of mathematics
	1.2	Analyse the language and concepts associated with number systems
	1.3	Analyse common errors and misconceptions in mathematics and possible reasons why they occur
	1.4	Analyse the techniques used in mathematics and numeracy for conceptual linkages.
	1.5	Review the nature of argument in mathematics, explaining <ul style="list-style-type: none"> • its place in geometry • the role of algebra in generalising
2. Understand the attributes of procedures within mathematics and numeracy	2.1	Analyse the activities, processes and stages within mathematical problems and investigations
	2.2	Evaluate written, mental and diagrammatic mathematical strategies, analysing the associated metalanguage
	2.3	Analyse the use, interpretation and representation of data
	2.4	Evaluate the use of measurement systems within problem solving including <ul style="list-style-type: none"> • definition • conversion • representation
3. Understand how learning theories and the origins and status of mathematics impact on numeracy teaching	3.1	Analyse the effect of the origins and status of mathematics knowledge on mathematics and numeracy curriculum development
	3.2	Analyse how learning and teaching theories underpin numeracy learning and teaching
4. Be able to use evaluation of practice to improve numeracy learning and teaching	4.1	Evaluate current research and information from mathematics and numeracy sources
	4.2	Evaluate learner assessment data for improvement needs

	4.3	Analyse implementation of improvement action plans within teaching teams
	4.4	Engage in training opportunities to improve own practice using a reflective CPD cycle
	4.5	Use the outputs from own investigations and the reflective cycle to improve numeracy learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to improve their numeracy knowledge, understanding and practice. Learners will consider fundamental attributes of mathematics and numeracy, the attributes of procedures within mathematics and numeracy and how the origins and status of mathematics impact on numeracy teaching. Learners will evaluate their practice to improve their numeracy teaching.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of Mathematics (Numeracy)</i>
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	40

UNIT TITLE	Learning, planning and assessment: ESOL	
CREDIT LEVEL	4	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements	1.1	Carry out initial and diagnostic assessments with learners
	1.2	Agree achievable individual learning goals with learners
	1.3	Review ways to provide opportunities for learners to develop wider skills
	1.4	Devise learning programmes to meet the individual needs of learners
	1.5	Justify the choice of learning and teaching activities, resources and assessment methods to meet the individual needs of learners
	1.6	Evaluate opportunities for learners to provide feedback to inform inclusive practice
2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements	2.1	Establish and maintain an inclusive learning environment
	2.2	Use inclusive learning and teaching activities and resources to meet the needs of all learners and curriculum requirements
	2.3	Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
	2.4	Use communication methods and skills to meet the needs of all learners
	2.5	Communicate with other learning professionals to meet the needs of all learners
	2.6	Analyse the use of technology to enhance learning across the learning and teaching cycle in own and wider practice
3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements	3.1	Define the key concepts of assessment
	3.2	Specify the assessment requirements and related procedures of learning programmes
	3.3	Select and apply assessment types and methods to meet the needs of learners
	3.4	Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning
	3.5	Use questioning and feedback in the assessment for and of learning

	3.6	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
	3.7	Conduct and record assessments to meet internal and external processes and requirements
	3.8	Communicate assessment information to other professionals with a legitimate interest in learner achievement
4. Understand expectations of the minimum core in relation to learning, planning and assessment	4.1	Review ways in which elements of the minimum core can be demonstrated in learning, planning and assessment
	4.2	Apply minimum core elements in learning, planning and assessment
5. Be able to evaluate own inclusive learning, planning and assessment practice	5.1	Review the effectiveness of own inclusive learning, planning and assessment practice
	5.2	Reflect on ways to improve own inclusive learning, planning and assessment practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to understand key aspects of learning, planning and assessment in ESOL learning and teaching. Learners will consider how to plan and deliver inclusive ESOL learning and teaching and how to carry out ESOL assessments in line with internal and external requirements. Learners will also consider expectations in relation to LLUK's 'Addressing Literacy, Language, Numeracy and ICT needs in Education and Training: Defining the Minimum Core of Teachers' Knowledge, Understanding and Personal Skills' (LLUK 2007) and evaluate their own learning, planning and assessment practice in ESOL.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in ESOL teaching and learning environments
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	40

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UNIT TITLE	Learning, planning and assessment: Literacy	
CREDIT LEVEL	4	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements	1.1	Carry out initial and diagnostic assessments with learners
	1.2	Agree achievable individual learning goals with learners
	1.3	Review ways to provide opportunities for learners to develop wider skills
	1.4	Devise learning programmes to meet the individual needs of learners
	1.5	Justify the choice of learning and teaching activities, resources and assessment methods to meet the individual needs of learners
	1.6	Evaluate opportunities for learners to provide feedback to inform inclusive practice
2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements	2.1	Establish and maintain an inclusive learning environment
	2.2	Use inclusive learning and teaching activities and resources to meet the needs of all learners and curriculum requirements
	2.3	Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
	2.4	Use communication methods and skills to meet the needs of all learners
	2.5	Communicate with other learning professionals to meet the needs of all learners
	2.6	Analyse the use of technology to enhance learning across the learning and teaching cycle in own and wider practice
3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements	3.1	Define the key concepts of assessment
	3.2	Specify the assessment requirements and related procedures of learning programmes
	3.3	Select and apply assessment types and methods to meet the needs of learners
	3.4	Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning
	3.5	Use questioning and feedback in the assessment for and of learning

	3.6	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
	3.7	Conduct and record assessments to meet internal and external processes and requirements
	3.8	Communicate assessment information to other professionals with a legitimate interest in learner achievement
4. Understand expectations of the minimum core in relation to learning, planning and assessment	4.1	Review ways in which elements of the minimum core can be demonstrated in learning, planning and assessment
	4.2	Apply minimum core elements in learning, planning and assessment
5. Be able to evaluate own inclusive learning, planning and assessment practice	5.1	Review the effectiveness of own inclusive learning, planning and assessment practice
	5.2	Reflect on ways to improve own inclusive learning, planning and assessment practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to understand key aspects of learning, planning and assessment in literacy learning and teaching. Learners will consider how to plan and deliver inclusive literacy learning and teaching and how to carry out literacy assessments in line with internal and external requirements. Learners will also consider expectations in relation to LLUK's 'Addressing Literacy, Language, Numeracy and ICT needs in Education and Training: Defining the Minimum Core of Teachers' Knowledge, Understanding and Personal Skills' (LLUK 2007) and evaluate their own learning, planning and assessment practice in literacy.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in literacy teaching and learning environments
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	40

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UNIT TITLE	Learning, planning and assessment: Literacy and ESOL	
CREDIT LEVEL	4	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements	1.1	Carry out initial and diagnostic assessments with learners
	1.2	Agree achievable individual learning goals with learners
	1.3	Review ways to provide opportunities for learners to develop wider skills
	1.4	Devise learning programmes to meet the individual needs of learners
	1.5	Justify the choice of learning and teaching activities, resources and assessment methods to meet the individual needs of learners
	1.6	Evaluate opportunities for learners to provide feedback to inform inclusive practice
2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements	2.1	Establish and maintain an inclusive learning environment
	2.2	Use inclusive learning and teaching activities and resources to meet the needs of all learners and curriculum requirements
	2.3	Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
	2.4	Use communication methods and skills to meet the needs of all learners
	2.5	Communicate with other learning professionals to meet the needs of all learners
	2.6	Analyse the use of technology to enhance learning across the learning and teaching cycle in own and wider practice
3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements	3.1	Define the key concepts of assessment
	3.2	Specify the assessment requirements and related procedures of learning programmes
	3.3	Select and apply assessment types and methods to meet the needs of learners
	3.4	Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning
	3.5	Use questioning and feedback in the assessment for and of learning
	3.6	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current

	3.7	Conduct and record assessments to meet internal and external processes and requirements
	3.8	Communicate assessment information to other professionals with a legitimate interest in learner achievement
4. Understand expectations of the minimum core in relation to learning, planning and assessment	4.1	Review ways in which elements of the minimum core can be demonstrated in learning, planning and assessment
	4.2	Apply minimum core elements in learning, planning and assessment
5. Be able to evaluate own inclusive learning, planning and assessment practice	5.1	Review the effectiveness of own inclusive learning, planning and assessment practice
	5.2	Reflect on ways to improve own inclusive learning, planning and assessment practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to understand key aspects of learning, planning and assessment in literacy learning and teaching. Learners will consider how to plan and deliver inclusive literacy learning and teaching and how to carry out literacy assessments in line with internal and external requirements. Learners will also consider expectations in relation to LLUK's 'Addressing Literacy, Language, Numeracy and ICT needs in Education and Training: Defining the Minimum Core of Teachers' Knowledge, Understanding and Personal Skills' (LLUK 2007) and evaluate their own learning, planning and assessment practice in literacy.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in literacy and ESOL teaching and learning environments
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	40

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UNIT TITLE	Learning, planning and assessment: Numeracy	
CREDIT LEVEL	4	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements	1.1	Carry out initial and diagnostic assessments with learners
	1.2	Agree achievable individual learning goals with learners
	1.3	Review ways to provide opportunities for learners to develop wider skills
	1.4	Devise learning programmes to meet the individual needs of learners
	1.5	Justify the choice of learning and teaching activities, resources and assessment methods to meet the individual needs of learners
	1.6	Evaluate opportunities for learners to provide feedback to inform inclusive practice
2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements	2.1	Establish and maintain an inclusive learning environment
	2.2	Use inclusive learning and teaching activities and resources to meet the needs of all learners and curriculum requirements
	2.3	Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
	2.4	Use communication methods and skills to meet the needs of all learners
	2.5	Communicate with other learning professionals to meet the needs of all learners
	2.6	Analyse the use of technology to enhance learning across the learning and teaching cycle in own and wider practice
3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements	3.1	Define the key concepts of assessment
	3.2	Specify the assessment requirements and related procedures of learning programmes
	3.3	Select and apply assessment types and methods to meet the needs of learners
	3.4	Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning
	3.5	Use questioning and feedback in the assessment for and of learning

	3.6	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
	3.7	Conduct and record assessments to meet internal and external processes and requirements
	3.8	Communicate assessment information to other professionals with a legitimate interest in learner achievement
4. Understand expectations of the minimum core in relation to learning, planning and assessment	4.1	Review ways in which elements of the minimum core can be demonstrated in learning, planning and assessment
	4.2	Apply minimum core elements in learning, planning and assessment
5. Be able to evaluate own inclusive learning, planning and assessment practice	5.1	Review the effectiveness of own inclusive learning, planning and assessment practice
	5.2	Reflect on ways to improve own inclusive learning, planning and assessment practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to understand key aspects of learning, planning and assessment in numeracy learning and teaching. Learners will consider how to plan and deliver inclusive numeracy learning and teaching and how to carry out literacy assessments in line with internal and external requirements. Learners will also consider expectations in relation to Lifelong Learning UK's 'Addressing Literacy, Language, Numeracy and ICT needs in Education and Training: Defining the Minimum Core of Teachers' Knowledge, Understanding and Personal Skills' (LLUK 2007) and evaluate their own learning, planning and assessment practice in numeracy.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of Mathematics (Numeracy)</i>
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in numeracy teaching and learning environments
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	40

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UNIT TITLE	Literacy and the learners	
CREDIT LEVEL	5	
CREDIT VALUE	15	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the significance of language change for literacy learners	1.1	Explain reasons for language change in both spoken and written English
	1.2	Analyse recent changes in the use of spoken language at: <ul style="list-style-type: none"> • discourse level • phrase level • word level
	1.3	Analyse changes in the use of written language at: <ul style="list-style-type: none"> • text level • sentence level • word level
	1.4	Analyse ways in which language change can have an impact on literacy learners' literacy and language development
2. Understand the significance of language variety for literacy learners	2.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	2.2	Analyse ways in which literacy and language use can vary according to context
	2.3	Analyse ways in which language variety can have an impact on literacy learners' literacy and language development
3. Understand the relationship between language and social processes	3.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	3.2	Analyse how language is used in the formation, maintenance and transformation of power relations
	3.3	Explain the role of existing literacy and language practices on literacy learners' literacy and language development
4. Understand factors which influence literacy and language acquisition, learning and use	4.1	Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use
	4.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
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	40

UNIT TITLE	Literacy, ESOL and the learners	
CREDIT LEVEL	5	
CREDIT VALUE	15	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the significance of language change for literacy and ESOL learners	1.1	Explain reasons for language change in both spoken and written English
	1.2	Analyse recent changes in the use of spoken language at: <ul style="list-style-type: none"> • discourse level • phrase level • word level
	1.3	Analyse changes in the use of written language at: <ul style="list-style-type: none"> • text level • sentence level • word level
	1.4	Analyse ways in which language change can have an impact on literacy and ESOL learners' literacy and language development
2. Understand the significance of language variety for literacy and ESOL learners	2.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	2.2	Analyse ways in which literacy and language use can vary according to context
	2.3	Analyse ways in which language variety can have an impact on literacy and ESOL learners' literacy and language development
3. Understand the relationship between language and social processes	3.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	3.2	Analyse how language is used in the formation, maintenance and transformation of power relations
	3.3	Explain the role of existing literacy and language practices on literacy and ESOL learners' literacy and language development
4. Understand factors which influence literacy and language acquisition, learning and use	4.1	Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use
	4.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy and ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
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	40

UNIT TITLE	Literacy theories and frameworks	
CREDIT LEVEL	5	
CREDIT VALUE	15	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand theories and principles relating to language acquisition and learning	1.1	Review theories of first and second language acquisition and learning
	1.2	Review language teaching approaches associated with theories of first and second language acquisition and learning
2. Understand theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development
	2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
3. Understand how language can be described and analysed	3.1	Review ways in which language can be described
	3.2	Describe descriptive and prescriptive approaches to language analysis
	3.3	Analyse spoken and written language at: <ul style="list-style-type: none"> • text and discourse level • sentence and phrase level • word level
	3.4	Use key discursal, grammatical, lexical and phonological terms accurately
4. Understand the processes involved in the development of speaking, listening, reading and writing skills	4.1	Analyse the processes involved in speaking and listening for literacy learners
	4.2	Analyse the processes involved in reading and writing for literacy learners
	4.3	Explain the mutual dependence of reading, listening, writing and speaking in literacy and language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of literacy theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for literacy learners.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of English (Literacy and ESOL)</i>
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	40

UNIT TITLE	Manage learning and development in groups	
CREDIT LEVEL	4	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
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	31 st 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	Numeracy and the learners	
CREDIT LEVEL	5	
CREDIT VALUE	15	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the links between popular perceptions of mathematics and their roles within numeracy learning	1.1	Analyse the role of mathematics and numeracy within society
	1.2	Evaluate perceptions of mathematics and numeracy including <ul style="list-style-type: none"> • popular views • learner attitudes • trends in learner attainment
	1.3	Justify the importance of encouraging learners to make links between their mathematical and numeracy development and their other personal development
2. Understand how numeracy can impact on different contexts and subjects	2.1	Identify numeracy skills and knowledge needed across contexts and subjects
	2.2	Analyse achievement in numeracy learning using different delivery models
3. Be able to use assessment processes to identify the skills and aspirations of numeracy learners	3.1	Evaluate approaches to mathematics and numeracy formative assessment
	3.2	Assess learners' existing mathematical and numeracy skills, knowledge, understanding and aspirations
4. Be able to use inclusive approaches to meet the individual needs of numeracy learners	4.1	Analyse the impact and implications of personal, social, economical and political factors which may affect the development and progression of numeracy learners
	4.2	Plan and deliver numeracy learning opportunities that reflect diversity and promote equality of opportunity
	4.3	Enable progression by confirming that learners develop their numeracy skills to match planned entry requirements
5. Be able to promote learning support and learner support within numeracy learning and teaching	5.1	Evaluate the boundaries between own specialist area and those of other specialists and practitioners
	5.2	Signpost learners towards support provision
	5.3	Evaluate numeracy learning opportunities to determine how teaching and support needs may be shared between learning professionals
	5.4	Enhance numeracy learning by accessing available support provision
6. Understand how to liaise with others to promote the inclusion of numeracy and	6.1	Explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas

wider skills in learning programmes	6.2	Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area
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Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of key issues relating to numeracy and numeracy learners. Learners will consider the links between popular perceptions of mathematics and their roles within numeracy learning, how numeracy can impact on different contexts and subjects, and how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes. Learners will also use assessment processes to identify the skills and aspirations of numeracy learners, use inclusive approaches to meet the individual needs of numeracy learners and promote learning support and learner support within numeracy learning and teaching.
Unit available from	1 st October 2011
Unit review date	31 st 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: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>Application of the professional standards for teachers of Mathematics (Numeracy)</i>
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	40

UNIT TITLE	Principles of assessment in lifelong learning	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
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	1 st 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	
<i>The learner will</i>	<i>The learner can</i>	
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	1 st 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	
<i>The learner will</i>	<i>The learner can</i>	
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	1 st 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	
<i>The learner will</i>	<i>The learner can</i>	
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	April 2011
Unit review date	31 st 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)	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	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	
<i>The learner will</i>	<i>The learner can</i>	
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
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
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	1 st April 2011
Unit review date	31 st 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	
<i>The learner will</i>	<i>The learner can</i>	
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	1 st April 2011
Unit review date	31 st 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)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	
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	
<i>The learner will</i>	<i>The learner can</i>	
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: <ul style="list-style-type: none"> • sufficient • authentic • current
	5.2	Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • 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	1 st April 2011
Unit review date	31 st 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	
<i>The learner will</i>	<i>The learner can</i>	
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	1 st 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 micro-teaching session or equivalent practice.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	
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	
<i>The learner will</i>	<i>The learner can</i>	
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	1 st April 2011
Unit review date	31 st 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 micro-teaching session or equivalent practice.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	
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	Wider professional practice	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the concept of professionalism and core professional values in the lifelong learning sector	1.1	Analyse key aspects of professionalism in the lifelong learning sector
	1.2	Reflect on ways in which professional practice promotes equality of opportunity and value diversity
	1.3	Explain the contribution of learning to personal development, community development and economic growth
	1.4	Analyse the impact of own professional values on learning and teaching
2. Understand policies and regulatory requirements relating to the lifelong learning sector	2.1	Analyse the implications for and impact of government policies on practice in the lifelong learning sector
	2.2	Analyse ways in which government policies and the requirements of regulatory bodies impact on practice in own specialist area
	2.3	Explain the roles of regulatory and funding bodies in the lifelong learning sector
3. Be able to contribute to quality improvement and quality assurance systems and procedures	3.1	Review own role and contribution in quality improvement and quality assurance in the organisation
	3.2	Examine the role of assessment and evaluation in the quality cycle
	3.3	Produce accurate assessment data and records
	3.4	Assess the validity and reliability of data relating to own learners
	3.5	Communicate assessment information to those with an interest in learner achievement
	3.6	Evaluate a learning programme in accordance with the quality systems and procedures in the organisation
	3.7	Communicate the results of evaluation of a learning programme
4. Understand how to develop learners' wider skills in own specialist area	4.1	Analyse how the development of wider skills can improve learner motivation, confidence and achievement
	4.2	Evaluate ways to provide opportunities for learners to develop wider skills

5. Be able to evaluate and improve own wider professional practice	5.1	Analyse the effectiveness of own wider professional practice
	5.2	Identify and reflect on strengths and areas for improvement in own wider professional practice
	5.3	Engage professional development opportunities to improve own wider professional practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the units is to enable the learner to understand and apply the concept of professionalism and core professional values, policies and regulatory requirements in the lifelong learning sector. It enables the learner to contribute to quality improvement and quality assurance systems and procedures, develop learners wider skills and to evaluate and improve own wider professional practice.
Unit available from	1 st October 2011
Unit review date	31 st 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	30

Appendix 1

Assessment strategy for units for assessing and the quality assurance 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 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector

Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector

Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector

Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector