



Qualification Guidance

For awarding organisations, awarding bodies and higher education institutions

Level 3 Award in English for Literacy and Language Teaching

Level 3 Award in Mathematics for Numeracy Teaching

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Glossary

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

Acronym	Definition
AB	Awarding Body
AO	Awarding organisation
Credit	One credit is equates to ten notional hours of learning (QCF)
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
HEI	Higher education institution
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
QCF	Qualifications and Credit Framework
ROC	Rules of Combination

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. It is a guide for those awarding organisations, awarding bodies and higher education institutions wishing to develop one or both of the following qualifications:

- Level 3 Award in English for Literacy and Language Teaching
- Level 3 Award in Mathematics for Numeracy Teaching

These qualifications will evidence achievement of the entry criteria for subject specific literacy, numeracy and ESOL teacher education programmes. The entry criteria were developed by Lifelong Learning UK to ensure that trainee teachers have an appropriate level of personal skills in English or Mathematics to benefit from a subject specific teacher training programme. The entry criteria, first introduced in 2007, were revised in 2010 and are available on the LSIS website. For more information, read the [Criteria for entry to mathematics \(numeracy\) and English \(literacy and ESOL\) teacher training in the lifelong learning sector](#).

The entry criteria detail the skills in English and Mathematics that need to be evidenced at level 3 (QCF). These skills can be evidenced in a number of ways on entry to a teacher education programme – most commonly through an initial assessment but also by holding an appropriate qualification, or other evidence provided by the prospective trainee. **All of these opportunities to evidence personal skills continue to be available.** These qualifications have been developed in response to sector demand for a specific qualification to be developed. They are of particular value for those providers who offer ‘bridging’ programmes to support prospective trainees to develop the skills they need. More information about support for these qualifications can be found in the [phase 2 findings report](#) of the recent Lifelong Learning UK review of teaching qualifications.

The two qualifications detailed here have a credit value of twelve (12). However, they are structured in different ways. The units of assessment for both qualifications have been developed to reflect the LLUK entry criteria as closely as possible.

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.
- **Section 2** gives details of the qualification requirements and the rules of combination (RoC) for the Level 3 Award in English for Literacy and Language Teaching

- **Section 3** gives details of the qualification requirements and the rules of combination (RoC) for the Level 3 Award in Mathematics for Numeracy Teaching
- **Section 4** includes the units of assessment for both qualifications

1.3 The design features of the qualifications

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

Units of assessment

The units that make up these new qualifications are now available for awarding organisations in the Regulatory Information Technology System (RITS) of Ofqual. For Higher Education Institutions they are available directly from LSIS. When an awarding organisation has accredited the qualification the units will be available in The Register.

The rules of combination for these qualifications are based on units of two different kinds. The distinctions are based in part on the regulatory requirements of the QCF and in part on priorities of LSIS. The English qualification is achieved by taking all mandatory units and the mathematics qualification by taking restricted optional units. Each restricted optional unit in the mathematics qualification covers the same entry criteria. The choice allows the development of skills and associated knowledge and understanding in different contexts.

Mandatory units

As the QCF term implies, these are units that must be completed in order for the qualification to be achieved. In comparison with the certificate qualifications there are far fewer mandatory units in the updated qualifications.

Restricted optional units

'Restricted' is a term used by LSIS to draw a distinction between these and what we have termed 'open' optional units. In the rules of combination optional units are grouped. Choice of units in some of the groups is limited or 'restricted' to ensure that required content is covered while still allowing a degree of flexibility in the choice of units for all or part of a qualification. This contrasts with groups of units in some qualifications which are extensive and allows for very different areas of study.

Section 2

Level 3 Award in English for Literacy and Language Teaching

This qualification will evidence achievement of the entry criteria for subject specific English (Literacy and ESOL) teacher education programmes. The entry criteria were developed by Lifelong Learning UK to ensure that trainee teachers have an appropriate level of personal skills in English or Mathematics to benefit from a subject specific teacher training programme.

Purpose

This qualification has been developed to provide a qualification outcome for those needing to undertake some skills development to meet the entry requirement for joining subject specific teaching qualifications in literacy and ESOL.

The purpose of the qualification in the QCF is to recognise development of personal skills and/or knowledge (A3).

Credit value of the qualification

12

Guided Learning hours for the qualification

60

Age range for Skills Funding Agency Purposes

This qualification are listed as appropriate for learners of 16-18 and 19+

Practice

There is no requirement to undertake any practical teaching

Rules of combination

To be awarded this qualification the learner must achieve a total of 12 credits.

- 12 credits from Group A

Level 3 Award in English for Literacy and Language Teaching			
Total credit value of qualification: 12 credits			
Credit value at Level 3	12 credits		
Credit value of mandatory units	12 credits		
Credit value of optional units	There are no optional units in this qualification		
Group A <i>Twelve (12) credits must be achieved from this group</i>	Level	Credit Value	GLH
Analysing English language for literacy and language teaching	3	3	15
Reading skills for literacy and language teaching	3	3	15
Speaking and listening skills for literacy and language teaching	3	3	15
Writing skills for literacy and language teaching	3	3	15

Section 3

Level 3 Award in Mathematics for Numeracy Teaching

This qualification will evidence achievement of the entry criteria for subject specific Mathematics (numeracy) teacher education programmes. The entry criteria were developed by Lifelong Learning UK to ensure that trainee teachers have an appropriate level of personal skills in English or Mathematics to benefit from a subject specific teacher training programme.

Purpose

This qualification has been developed to provide the opportunity for a qualification outcome for those needing to undertake some skills development to meet the entry requirement for joining subject specific teaching qualifications in numeracy.

The purpose of the qualification in the QCF is to recognise development of personal skills and/or knowledge (A3).

Credit value of the qualification

12

Guided Learning hours for the qualification

60

Age range for Skills Funding Agency Purposes

This qualification is listed as appropriate for learners of 16-18 and 19+

Practice

There is no requirement to undertake and practical teaching

Rules of Combination

To be awarded this qualification the learner must achieve a total of 12 credits.

- 12 credits from Group A

Level 3 Award in Mathematics for Numeracy Teaching			
Total credit value of qualification: 12 credits			
Credit value at Level 3	12 credits		
Credit value of mandatory units	There are no mandatory credits in this qualification		
Credit value of optional units	12 credits		
Group A <i>Twelve (12) credits must be achieved from this group</i>	Level	Credit Value	GLH
Using mathematics: academic subjects	3	6	30
Using mathematics: professional and vocational contexts	3	6	30
Using mathematics: public and personal life	3	6	30

Section 4

Units of assessment

UNIT TITLE	Analysing English language for literacy and language teaching	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the relationship between forms of language and meaning	1.1	Analyse key aspects of meaning of words
	1.2	Analyse the relationship between grammatical form and meaning
2. Understand structural features of language	2.1	Analyse key features of word formation
	2.2	Categorise words according to their classes
	2.3	Categorise verbs according to their forms
	2.4	Analyse phonological aspects of language including phonemes and stress patterns

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with the knowledge and skills relating to element 1.4 'Explicit awareness about language' in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010) Learners will explore the relationship between forms of language and meaning and the structural features of language.
Unit available from	1 st September 2011
Unit review date	31 st January 2014
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit has links to Lifelong Learning UK's: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>National Occupational Standards for Learning and Development (2010)</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)	N/A
Location of the unit within the subject/sector classification system	13.1
Name of the organisation submitting the unit	Learning and Skills Improvement Service
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	Reading skills for literacy and language teaching	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to read written texts	1.1	Select written texts for specific purposes
	1.2	Use reading skills for specific purposes
	1.3	Evaluate linguistic devices in texts
2. Be able to respond to written texts	2.1	Utilise results of own reading for specific purpose
	2.2	Produce coherent records of own interpretations of texts

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with the knowledge and skills relating to element 1.3 ('Read and respond to written text') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will read and respond to written texts.
Unit available from	1 st September 2011
Unit review date	31 st January 2014
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit has links to Lifelong Learning UK's: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>National Occupational Standards for Learning and Development (2010)</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)	N/A
Location of the unit within the subject/sector classification system	13.1
Name of the organisation submitting the unit	Learning and Skills Improvement Service
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	Speaking and listening skills for literacy and language teaching	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to present information	1.1	Select linguistic strategies and techniques to enable cohesion in own expression of information
	1.2	Express information clearly and coherently
2. Be able to listen and respond to non verbal and verbal information	2.1	Identify types of non verbal communication
	2.2	Use and respond to non verbal communication to indicate engagement and interest
	2.3	Listen critically to verbal information
	2.4	Indicate understanding of verbal information
	2.5	Identify speakers' intentions
	2.6	Respond to verbal information according to its nature and content

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with the knowledge and skills relating to element 1.1 'Present, listen and respond to information' in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will present, listen and respond to information.
Unit available from	1 st September 2011
Unit review date	31 st January 2014
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit has links to Lifelong Learning UK's: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>National Occupational Standards for Learning and Development (2010)</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)	N/A
Location of the unit within the subject/sector classification system	13.1
Name of the organisation submitting the unit	Learning and Skills Improvement Service
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	Writing skills for literacy and language teaching	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to prepare written texts	1.1	Plan written texts according to the intended audience, purpose and situation
	1.2	Draft written texts using techniques at: <ul style="list-style-type: none"> • text level • sentence level • word level
2. Be able to produce written texts	2.1	Write fluently, coherently and cohesively
	2.2	Write accurately and legibly using conventions of lexis and syntax including grammar, spelling and punctuation according to purpose
	2.3	Edit and proof read written texts at text level, sentence level and word level

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with the knowledge and skills relating to element 1.2 ('Compose written texts') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will prepare and produce written texts.
Unit available from	1 st September 2011
Unit review date	31 st January 2014
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit has links to Lifelong Learning UK's: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>National Occupational Standards for Learning and Development (2010)</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)	N/A
Location of the unit within the subject/sector classification system	13.1
Name of the organisation submitting the unit	Learning and Skills Improvement Service
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	Using mathematics: academic subjects	
CREDIT LEVEL	3	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to interpret mathematical situations in academic subjects	1.1	Explain the role of models in representing mathematical situations
	1.2	Analyse situations to interrogate for mathematical information and problems in academic subjects
	1.3	Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in academic subjects
2. Be able to process mathematical problems in academic subjects	2.1	Analyse mathematical procedures for efficiency and effectiveness
	2.2	Examine linear and non-linear mathematical patterns in academic subjects
	2.3	Change values and assumptions when investigating mathematical situations in academic subjects
	2.4	Use extended logic and multi-step structured processes to find mathematical solutions in academic subjects
3. Be able to analyse mathematical findings from academic subjects	3.1	Analyse the effect of accuracy on the reliability of mathematical findings in academic subjects
	3.2	Interrogate mathematical conclusions for errors or misconceptions
	3.3	Interpret findings to draw conclusions in academic subjects
4. Be able to use mathematical communication in academic subjects	4.1	Select mathematical language for debate in academic subjects
	4.2	Select mathematical communication techniques to suit audience
	4.3	Present mathematical processing and analysis
	4.4	Describe findings using mathematical communication skills in academic subjects

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in academic subjects.
Unit available from	1 st September 2011
Unit review date	31 st January 2014
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit has links to Lifelong Learning UK's: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>National Occupational Standards for Learning and Development (2010)</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)	N/A
Location of the unit within the subject/sector classification system	13.1
Name of the organisation submitting the unit	Learning and Skills Improvement Service
Availability for use	Shared
Guided Learning Hours	30

UNIT TITLE	Using mathematics: personal and public life	
CREDIT LEVEL	3	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to interpret mathematical situations in personal and public life	1.1	Explain the role of models in representing mathematical situations
	1.2	Analyse situations to interrogate for mathematical information and problems in personal and public life
	1.3	Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in personal and public life
2. Be able to process mathematical problems in personal and public life	2.1	Analyse mathematical procedures for efficiency and effectiveness
	2.2	Examine linear and non-linear mathematical patterns in personal and public life
	2.3	Change values and assumptions when investigating mathematical situations in personal and public life
	2.4	Use extended logic and multi-step structured processes to find mathematical solutions in personal and public life
3. Be able to analyse mathematical findings from personal and public life	3.1	Analyse the effect of accuracy on the reliability of mathematical findings in personal and public life
	3.2	Interrogate mathematical conclusions for errors or misconceptions
	3.3	Interpret findings to draw conclusions in personal and public life
4. Be able to use mathematical communication in personal and public life	4.1	Select mathematical language for debate in personal and public life
	4.2	Select mathematical communication techniques to suit audience
	4.3	Present mathematical processing and analysis
	4.4	Describe findings using mathematical communication skills in personal and public life

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in professional and vocational contexts.
Unit available from	1 st September 2011
Unit review date	31 st January 2014
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit has links to Lifelong Learning UK's: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>National Occupational Standards for Learning and Development (2010)</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)	N/A
Location of the unit within the subject/sector classification system	13.1
Name of the organisation submitting the unit	Learning and Skills Improvement Service
Availability for use	Shared
Guided Learning Hours	30

UNIT TITLE	Using mathematics: professional and vocational contexts	
CREDIT LEVEL	3	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to interpret mathematical situations in professional and vocational contexts	1.1	Explain the role of models in representing mathematical situations
	1.2	Analyse situations to interrogate for mathematical information and problems in professional and vocational contexts
	1.3	Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in professional and vocational contexts
2. Be able to process mathematical problems in professional and vocational contexts	2.1	Analyse mathematical procedures for efficiency and effectiveness
	2.2	Examine linear and non-linear mathematical patterns in professional and vocational contexts
	2.3	Change values and assumptions when investigating mathematical situations in professional and vocational contexts
	2.4	Use extended logic and multi-step structured processes to find mathematical solutions in professional and vocational contexts
3. Be able to analyse mathematical findings from professional and vocational contexts	3.1	Analyse the effect of accuracy on the reliability of mathematical findings in professional and vocational contexts
	3.2	Interrogate mathematical conclusions for errors or misconceptions
	3.3	Interpret findings to draw conclusions in professional and vocational contexts
4. Be able to use mathematical communication in professional and vocational contexts	4.1	Select mathematical language for debate in professional and vocational contexts
	4.2	Select mathematical communication techniques to suit audience
	4.3	Present mathematical processing and analysis
	4.4	Describe findings using mathematical communication skills in professional and vocational contexts

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in personal and public life.
Unit available from	1 st September 2011
Unit review date	31 st January 2014
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit has links to Lifelong Learning UK's: <ul style="list-style-type: none"> • <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> • <i>National Occupational Standards for Learning and Development (2010)</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)	N/A
Location of the unit within the subject/sector classification system	13.1
Name of the organisation submitting the unit	Learning and Skills Improvement Service
Availability for use	Shared
Guided Learning Hours	30