Qualification Guidance

For awarding organisations, awarding bodies and higher education institutions

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

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

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

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LSIS LEARNING AND SKILLS IMPROVEMENT SERVICE

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Glossary

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

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

Section 1 - Introduction

1.1 Purpose of this document

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

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

These qualifications will replace the Qualifications and Credit Framework (QCF) qualification introduced in 2007[1]. These qualifications were developed to meet the requirements of everyone involved, (or wishing to become involved) in teaching[2] 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 **partly integrated** qualifications as only the first part of the Diploma is undertaken in a subject specific cohort. The second part is undertaken in a generic or sometimes mixed literacy, numeracy and ESOL cohort. In addition to these partly integrated qualifications there are also fully integrated qualifications where the majority of the programme is undertaken in a single subject specific cohort. Further information on qualifications for teaching literacy, numeracy and ESOL can be found on the LSIS Excellence Gateway.

[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

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 in that make up the stand alone qualifications for teaching literacy, numeracy and ESOL can also be found in these partly integrated qualifications and also in the fully 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 the fully integrated qualifications one of these is contextualised to the subject specialism.

The partly 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 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 partly 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 qualification 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 - Literacy and ESOL 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 - Literacy and ESOL 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

Qualification guidance has now been issued for two Level 3 awards that to 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. Download the LSIS qualification guidance:

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 in the Lifelong Learning Sector (English: Literacy)
- **Section 3** gives details of the qualification requirements and the rules of combination for the Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: ESOL)
- **Section 4** gives details of the qualification requirements and the rules of combination for the Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics: Numeracy)
- **Section 5** 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 partly 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 made the mandatory and restricted optional units available 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*. That 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@lsis.org.uk

The rules of combination for this qualification are based on units of four 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, open optional units and units that are permitted in the RoC as 'other credit'.

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

Restricted optional units

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

Open optional units

In addition to the restricted options, 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. There is one group of optional units in this diploma qualification – 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 respond to changing demands on the sector. LSIS will work with partners to ensure a mechanism is developed for reviewing the open optional units and adding or removing them in a controlled way.

The open optional groups contain units developed specifically for these 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 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. 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.

Other credit

In addition to restricted and open optional units, the qualification also offers the opportunity to achieve credits through units that are included in the RoC as 'other' credit. These units are not listed. For this qualification LSIS has permitted units to be drawn from any sector though they must be at a minimum of Level 3. This gives the opportunity to use units that are related to subjects and areas of expertise teachers deliver in the further education. The ability to achieve a small proportion of credits through these 'unlisted' units is intended to encourage movement into the lifelong learning sector of those with skills developed in other contexts and sectors, particularly skills related to employment. This provides an opportunity to recognise the dual professionalism of teachers in the further education sector in England. Optional unit Group G (21 credits in total) specifies that up to six (6) of these can be through the use of other credits. However, all twenty one credits can be taken from those units listed in the group if an awarding organisation makes that opportunity available for centres.

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. Unqualified teachers of literacy should enrol on this 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 diploma programmes and can be recognised. The structure of this qualification does not allow further

mandatory or restricted optional credit to be recognised from holders of a CTLLS qualification. However, it is possible to use open optional credit from a CTLLS qualification towards the open optional credit requirement in these qualifications.

Although units and credits achieved in the QCF are recognised by all Ofqual recognised awarding organisations there is need for an agreement on the sequence of delivery. The QCF rules of combination do not require any particular sequence of unit delivery. Programme delivery may also be 'holistic' providing further barriers to movement from one programme to another. An agreement is especially important if a trainee teacher wishes to move from a qualification programme in the QCF to a qualification in the Framework for Higher Education Qualifications (FHEQ). Recognised equivalent qualifications developed by HEIs do not have to follow the QCF structures and can vary significantly from one HEI to another. Level is an additional factor in HEI programmes.

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. The sequence includes whole and part qualifications. Not all the difficulties associated with the recognition of credit can be overcome by the agreement. It is important that potential trainee teachers have access to the information they need to make choices about the qualifications they need to undertake. Some of the important information is detailed here.

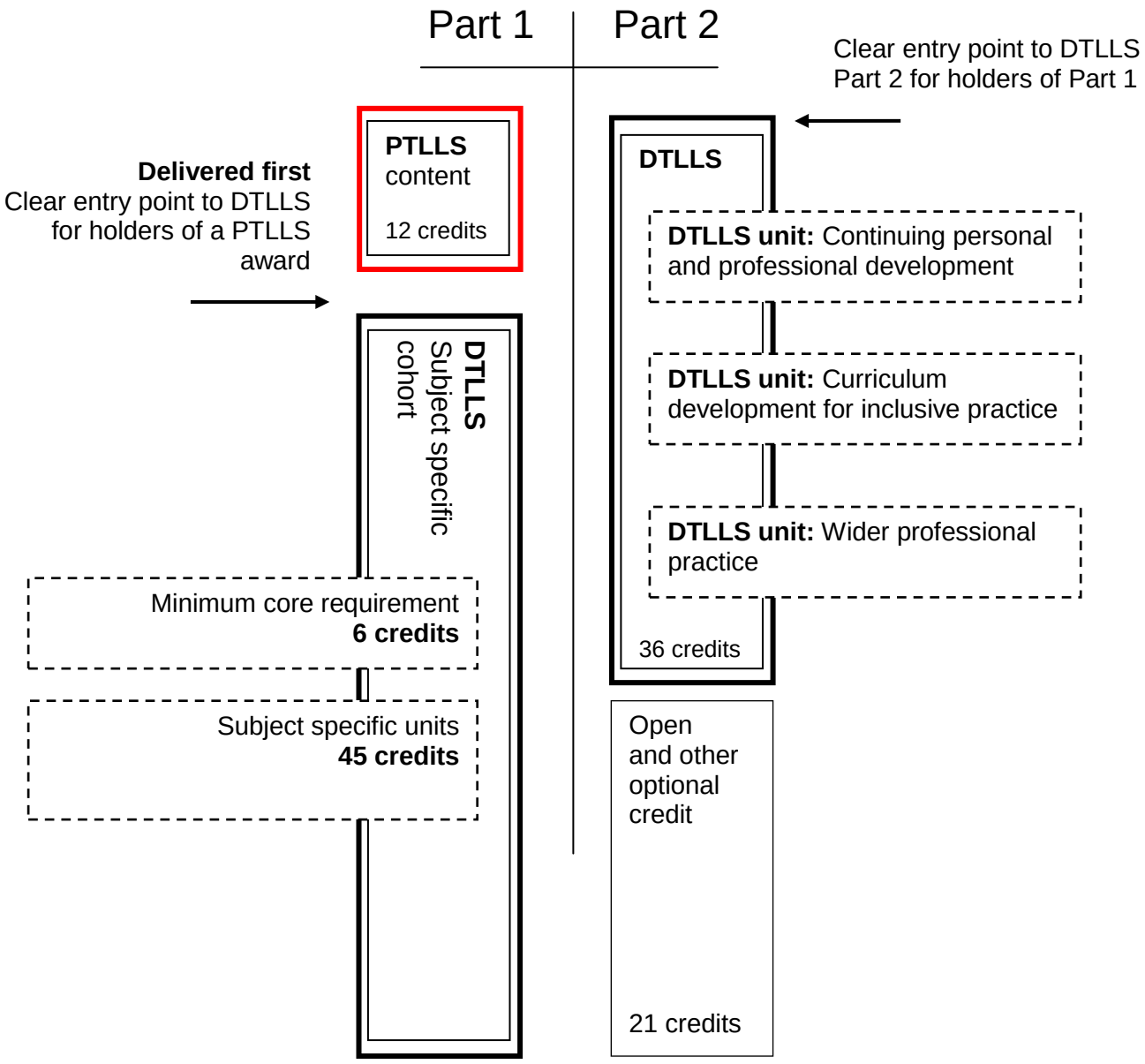
- LSIS requires the DTLLS qualification to be delivered in two parts of approximately sixty credits each. In these partly integrated qualifications the first part is sixty three (63) credits to ensure coverage of the minimum core of literacy, language, numeracy and ICT (see below for further information on the minimum core). The mandatory and restricted optional units are assigned to one of the parts and must not be delivered in the other. In these qualifications the PTLLS elements and the subject specific units are in Part 1. Sequencing delivery into two parts supports those wishing to move to another programme at a mid point, providing them with a clear entry point to Part 2.
- In these partly integrated qualifications trainees move from a subject specific Part 1 to a generic cohort in Part 2. They can do this within the same programme or change to another awarding organisation or HEI programme. Although a trainee would only require fifty seven (57) credits in part two of the programme it is recognised that this may not be possible when moving programmes and they may be required to

complete sixty credits. It should be remembered that the 120 credit value of these qualifications is the minimum requirement for achievement of this qualification. More credit than this can be achieved.

- LSIS requires the units included in the PTLLS awards to be delivered before other units in this Diploma qualification. 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 may join 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
- The mandatory and restricted optional credit in the CTLLS qualifications (24 credits) cannot be used towards achievement of these qualifications. The content of these units is covered in the subject specific units. Therefore there is no second point of entry for holders of a CTLLS qualification
- For holders of a CTLLS qualification the twelve open optional credits from a CTLLS qualification could contribute to the achievement of these partly integrated qualifications. For qualifications developed in the QCF they can be accepted as long as the level of the credit permits a candidate to meet the RoC (see the next bullet point below). Recognising this credit is not part of the credit transfer and recognition agreement. HEIs are encouraged to support this recognition where possible.
- Achievement of these qualifications permits a maximum of twelve (12) credits at level 3. Those trainee teachers undertaking PTLLS and CTLLS qualifications should be made aware of this when deciding which level of qualification to undertake. They should be aware that there are two mandatory units at Level 3 in these partly integrated qualifications - with a combined credit value of six (6). These relate to the minimum core. This reduces how much level 3 credit can be recognised from a PTLLS and CTLLS. If a trainee has taken a PTLLS qualification at Level 4 they could take optional units up to a value of six credits at Level 3 if these are available. 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.

Credit transfer and recognition agreement



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 diploma 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 would most likely 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 the PTLLS awards may contextualise them to any subject or context if that is considered valuable. Within these partly integrated diploma qualifications it is likely this element of the programme will be contextualised to the relevant subject.

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Section 2

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

The Level 5 Diploma in Teaching in the Lifelong Learning Sector is the teaching qualification developed particularly for the full teaching role in the further education sector in England – though it can be used more widely. This qualification is a pathway within the DTLLS qualification for teachers of literacy. Part 1 of the qualification must be undertaken in a subject specific cohort. In Part 2 the trainees can join with others from their community of practice though the optional credit available still allows for further specialisation.

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. Candidates 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+

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. All practice in Part 1 (50 hours) should be in a literacy learning and teaching environment.

Practice in Part 1 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 parts of the qualification allow for working with individuals. There are particular 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)
- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of numeracy for learning and teaching (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.

- Literacy learning and teaching (Level 5) (subject specific context)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (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 whole programme. These are minimum requirements whatever combination of units is undertaken by a candidate to achieve the qualification. In Part 1 there must be a minimum of four (4) observations totalling a minimum of four (4) hours. All four must be in a literacy subject specific context. Assessed observations should include at least one literacy observation 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 the standard of practice. These are minimum requirements and awarding organisations may make additional requirements is 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)
- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of numeracy for learning and teaching (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 15 minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates.

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

- Literacy learning and teaching (Level 5) (subject specific context)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (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 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 the DTLLS 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 must be covered and assessed in Part 1 of this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage are provided in the document as guidance only. The literacy and language requirements will be covered in the following subject specific units:

- Literacy, ESOL and the learners (Level 5)
- Literacy theories and frameworks (Level 5)
- Literacy learning and teaching (Level 5)

The numeracy and ICT requirements will be covered in two specific units:

- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of numeracy for learning and teaching (Level 3)

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

Requirements for personal skills 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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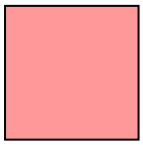
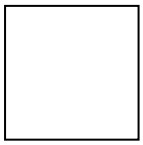
Key to Diagrams

M - Mandatory unit **O** - Optional unit



PTLLS units

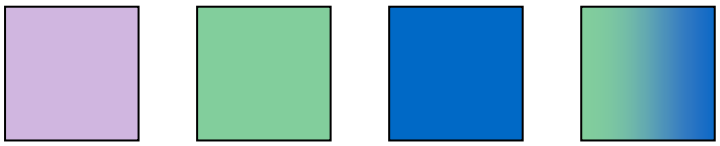
Qualification or group of units of assessment (dotted line)



Generic unit of assessment

Subject Specific Qualifications

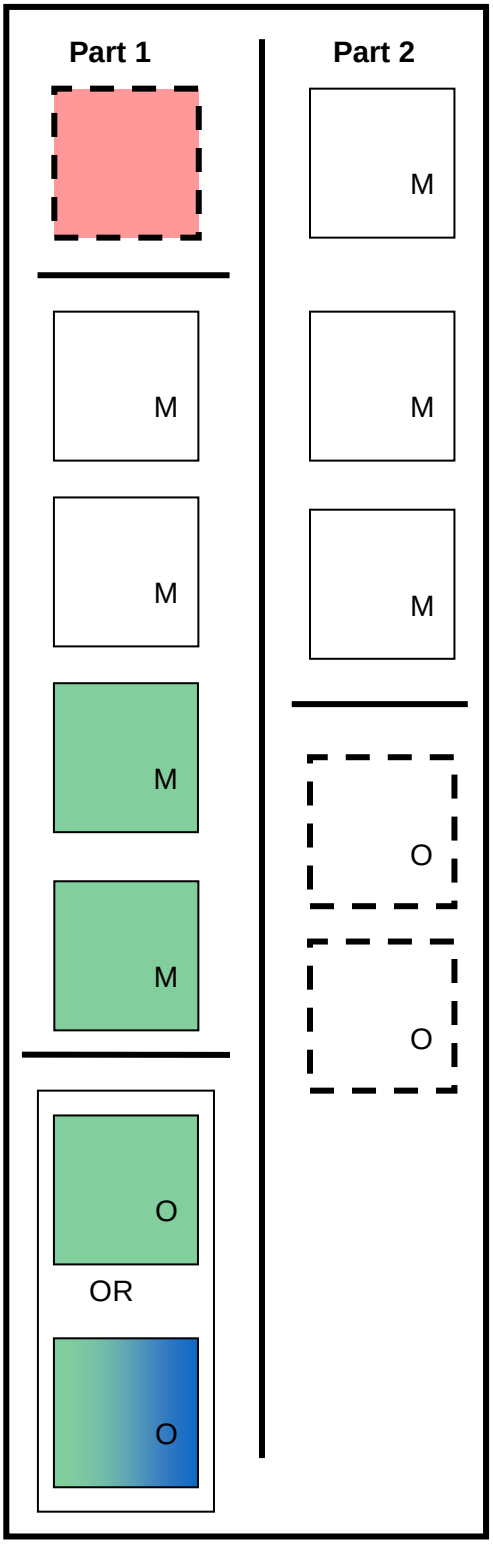
Numeracy Literacy ESOL Literacy/ESOL



Subject specific unit of assessment

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

81 credits at level 5 or above
Maximum of 12 credits at level



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

Applying knowledge of numeracy for learning and teaching
3 credits
Level 3

Applying knowledge of ICT for learning and teaching
3 credits
Level 3

Literacy theories and frameworks
15 credits
Level 5

Literacy learning and teaching
15 credits
Level 5

Literacy and the learners
15 credits
Level 5

Literacy, ESOL and the learners
15 credits
Level 5

Curriculum development for inclusive practice
12 credits
Level 5

Continuing personal and professional development
12 credits
Level 5

Wider professional practice
12 credits
Level 5

Units from open optional credit group
15 credits
Minimum Level 3

Units from other credit
6 credits
Minimum Level 3

Rules of combination

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

A minimum of 81 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 72 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
- 21 credits from Group G

Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: Literacy)			
Total credit value of qualification: 120 credits			
Credit value at Level 5 or above	Minimum 81 credits		
Credit value at Level 3	Maximum 12 credits		
Credit value of mandatory units	72 credits		
Credit value of optional units	48 credits		
Unit title	**Level**	**Credit Value**	**GLH**
Group A *Seventy two (72) credits must be achieved from this group*			
Continuing personal and professional development	5	12	30
Curriculum development for inclusive practice	5	12	30
Wider professional practice	5	12	30
Applying knowledge of ICT for learning and teaching	3	3	15
Applying knowledge of numeracy for learning and teaching	3	3	15
Literacy learning and teaching	5	15	40
Literacy theories and frameworks	5	15	40
Group B *Three (3) credits must be achieved from this group*			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Roles, responsibilities and relationships in lifelong learning	4	3	12
Group C *Six (6) credits must be achieved from Group C or Group D* *Three (3) credits from sub group C1 and 3 credits from sub group C2*			
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 *Six (6) credits must be achieved from Group C or Group D*			
Facilitate learning and development for individuals	3	6	25
Facilitate learning and development in groups	3	6	25
Manage learning and development in groups	4	6	30
Group E *Three (3) credits must be achieved from this group*			
Principles of assessment in lifelong learning	3	3	12
Principles of assessment in lifelong learning	4	3	12
Understanding the principles and practices of assessment	3	3	24
Group F *Fifteen (15) credits must be achieved from this group*			
Literacy and the learners	5	15	40
Literacy, ESOL and the learners	5	`15	40
Group G *Twenty one (21) credits must be achieved from this group* • *A minimum of 15 credits must be achieved from listed units* • *A maximum of 6 credits can be achieved from other credit*			
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
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
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 in the Lifelong Learning Sector (English: ESOL)

The Level 5 Diploma in Teaching in the Lifelong Learning Sector is the teaching qualification developed particularly for the full teaching role in the further education sector in England – though it can be used more widely. This qualification is a pathway within the DTLLS qualification for teachers of ESOL. Part 1 of the qualification must be undertaken in a subject specific cohort. In the second part trainees can join with others from their community of practice though the optional credit allows for further specialisation.

Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations are 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. Candidates 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+

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 access to only a limited amount of practice. All practice in Part 1 (50 hours) should be in an ESOL learning and teaching environment. This is a minimum requirement of the qualification and awarding organisations may require more if they wish.

Practice in Part 1 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 parts of the qualification allow for working with individuals. There are particular 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)
- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of numeracy for learning and teaching (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.

- ESOL learning and teaching (Level 5) (subject specific context)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (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 8 observations totalling a minimum of 8 hours. (This excludes any observed practice completed as part of a PTLLS award). Observations should be appropriately spaced throughout the whole programme. Any single observation must be a minimum of half an hour. These are minimum requirements whatever combination of units is undertaken by a candidate to achieve the qualification. In Part 1 there must be a minimum of four observations totalling a minimum of four hours. All four must be in an ESOL subject specific context. Assessed observations should include at least one ESOL observation 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 is 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)
- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of numeracy for learning and teaching (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 15 minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates.

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

- ESOL learning and teaching (Level 5) (subject specific context)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (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 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 the DTLLS 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 must be covered and assessed in Part 1 of this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage are provided in the document as guidance only. The literacy and language requirements will be covered in the following subject specific units:

- Literacy, ESOL and the learners (Level 5)
- ESOL theories and frameworks (Level 5)
- ESOL learning and teaching (Level 5)

The numeracy and ICT requirements will be covered in two specific units:

- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of numeracy for learning and teaching (Level 3)

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

Requirements for personal skills 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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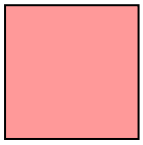
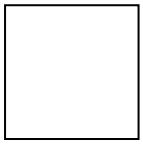
Key to Diagrams

M - Mandatory unit **O** - Optional unit



PTLLS units

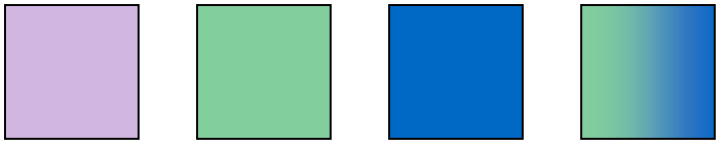
Qualification or group of units of assessment (dotted line)



Generic unit of assessment

Subject Specific Qualifications

Numeracy Literacy ESOL Literacy/ESOL



Subject specific unit of assessment

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

81 credits at level 5 or above
Maximum of 12 credits at level

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

Applying knowledge of numeracy for learning and teaching
3 credits
Level 3

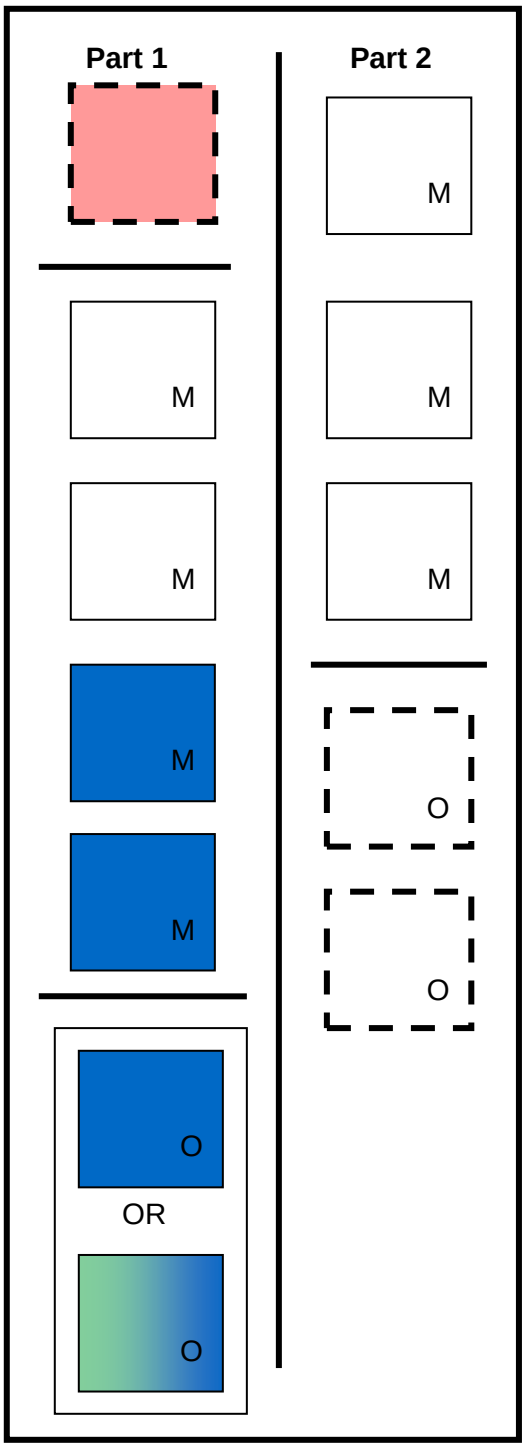
Applying knowledge of ICT for learning and teaching
3 credits
Level 3

ESOL theories and frameworks
15 credits
Level 5

ESOL learning and teaching
15 credits
Level 5

ESOL and the learners
15 credits
Level 5

Literacy, ESOL and the learners
15 credits
Level 5



Curriculum development for inclusive practice
12 credits
Level 5

Continuing personal and professional development
12 credits
Level 5

Wider professional practice
12 credits
Level 5

Units from open optional credit group
15 credits
Minimum Level 3

Units from other credit
6 credits
Minimum Level 3

Rules of combination

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

81 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 72 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
- 21 credits from Group G

Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: ESOL)			
Total credit value of qualification: 120 credits			
Credit value at Level 5 or above	Minimum 81 credits		
Credit value at Level 3	Maximum 12 credits		
Credit value of mandatory units	72 credits		
Credit value of optional units	48 credits		
Unit title	**Level**	**Credit Value**	**GLH**
Group A *Seventy two (72) credits must be achieved from this group*			
Continuing personal and professional development	5	12	30
Curriculum development for inclusive practice	5	12	30
Wider professional practice	5	12	30
Applying knowledge of ICT for learning and teaching	3	3	15
Applying knowledge of numeracy for learning and teaching	3	3	15
ESOL learning and teaching	5	15	40
ESOL theories and frameworks	5	15	40
Group B *Three (3) credits must be achieved from this group*			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Roles, responsibilities and relationships in lifelong learning	4	3	12
Group C *Six (6) credits must be achieved from Group C or Group D* *Three (3) credits from sub group C1 and 3 credits from sub group C2*			
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 *Six (6) credits must be achieved from Group C or Group D*			
Facilitate learning and development for	3	6	25

individuals			
Facilitate learning and development in groups	3	6	25
Manage learning and development in groups	4	6	30
Group E *Three (3) credits must be achieved from this group*			
Principles of assessment in lifelong learning	3	3	12
Principles of assessment in lifelong learning	4	3	12
Understanding the principles and practices of assessment	3	3	24
Group F *Fifteen (15) credits must be achieved from this group*			
ESOL and the learners	5	15	40
Literacy, ESOL and the learners	5	`15	40

Group G *Twenty one (21) credits must be achieved from this group* • *A minimum of 15 credits must be achieved from listed units* • *A maximum of 6 credits can be achieved from other credit*			
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
Literacy, ESOL and the learners	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 in the Lifelong Learning Sector (Mathematics: Numeracy)

The Level 5 Diploma in Teaching in the Lifelong Learning Sector is the teaching qualification developed particularly for the full teaching role in the further education sector in England – though it can be used more widely. This qualification is a pathway in the DTLLS qualification for teachers of numeracy. Part 1 of the qualification must be undertaken in a subject specific cohort. In the second part trainees can join with others from their community of practice though the optional credit allows for further specialisation.

Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations are 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. Candidates 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+

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 access to only a limited amount of practice. All practice in Part 1 (50 hours) should be in a numeracy learning and teaching environment. This is a minimum requirement of the qualification and awarding organisations may require more if they wish.

Practice in Part 1 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 parts of the qualification allow for working with individuals. There are particular 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)
- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of literacy and language learning and teaching (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 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)

The following units require candidates to undertake practice. This must include working with groups of learners.

- Numeracy learning and teaching (Level 5) (subject specific context)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (Level 5)
- Wider professional practice (Level 5)

Observed and assessed practice

There must be a minimum of 8 observations totalling a minimum of 8 hours. (This excludes any observed practice completed as part of a PTLLS award). Observations should be appropriately spaced throughout the whole programme. Any single observation must be a minimum of half an hour. These are minimum requirements whatever combination of units is undertaken by a candidate to achieve the qualification.

In Part 1 there must be a minimum of four (4) observations totalling a minimum of four (4) hours. All four must be in a numeracy subject specific context. Assessed observations should include at least one numeracy observation 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 is 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)
- Applying knowledge of ICT for teaching and learning (Level 3)
- Applying knowledge of literacy and language for teaching and learning (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 15 minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates.

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

- Numeracy learning and teaching (Level 5)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (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 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 the DTLLS 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 must be covered and assessed in Part 1 of this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage are provided in the document as guidance only. The numeracy requirements will be covered in the following subject specific units:

- Numeracy and the learners (Level 5)
- Improving numeracy knowledge, understanding and practice (Level 5)
- Numeracy learning and teaching (Level 5)

The literacy, language and ICT requirements will be covered in two specific units:

- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of literacy and language for learning and teaching (Level 3)

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

Requirements for personal skills 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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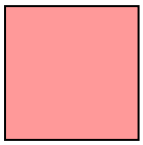
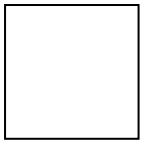
Key to Diagrams

M - Mandatory unit **O** - Optional unit



PTLLS units

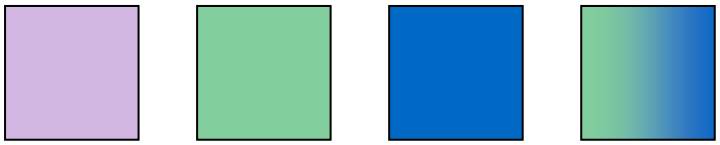
Qualification or group of units of assessment (dotted line)



Generic unit of assessment

Subject Specific Qualifications

Numeracy Literacy ESOL Literacy/ESOL

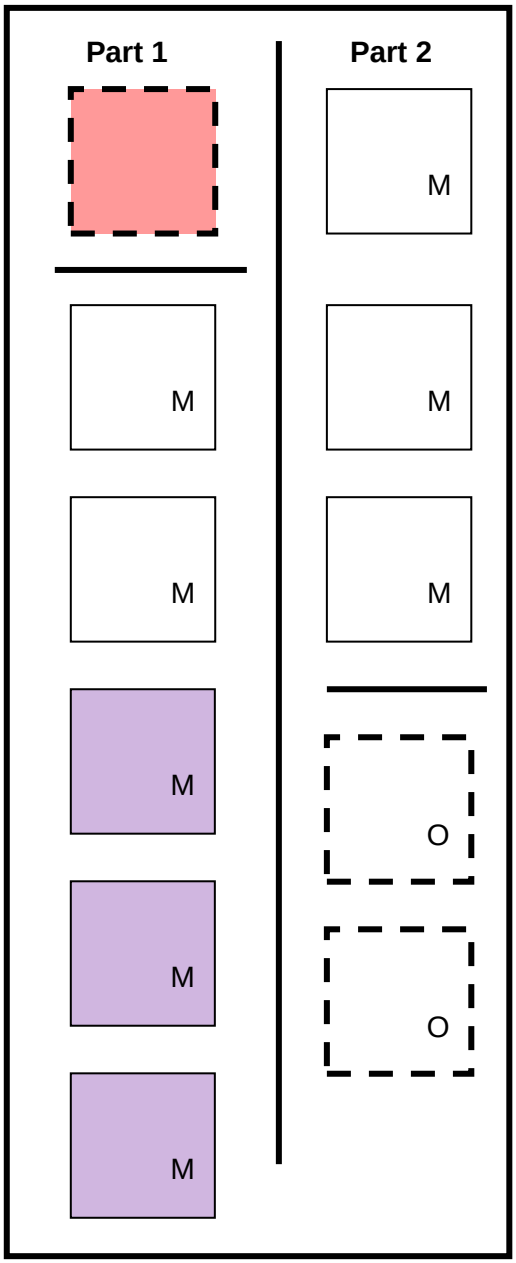


Subject specific unit of assessment

Qualification structure at a glance

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

81 credits at level 5 or above
Maximum of 12 credits at level



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

Applying knowledge of literacy and language for learning and teaching
3 credits
Level 3

Applying knowledge of ICT for learning and teaching
3 credits
Level 3

Improving numeracy knowledge, understanding and practice
15 credits
Level 5

Numeracy learning and teaching
15 credits
Level 5

Numeracy and the learners
15 credits
Level 5

Curriculum development for inclusive practice
12 credits
Level 5

Continuing personal and professional development
12 credits
Level 5

Wider professional practice
12 credits
Level 5

Units from open optional credit group
15 credits
Minimum Level 3

Units from other credit
6 credits
Minimum Level 3

Rules of combination

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

81 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
- 21 credits from Group F

Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics: Numeracy)			
Total credit value of qualification: 120 credits			
Credit value at Level 5 or above	Minimum 81 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 *Seventy two (87) credits must be achieved from this group*			
Continuing personal and professional development	5	12	30
Curriculum development for inclusive practice	5	12	30
Wider professional practice	5	12	30
Applying knowledge of ICT for learning and teaching	3	3	15
Applying knowledge of literacy and language for learning and teaching	3	3	15
Numeracy and the learners	5	15	40
Numeracy learning and teaching	5	15	40
Improving numeracy knowledge, understanding and practice	5	15	40
Group B *Three (3) credits must be achieved from this group*			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Roles, responsibilities and relationships in lifelong learning	4	3	12
Group C *Six (6) credits must be achieved from Group C or Group D* *Three (3) credits from sub group C1 and 3 credits from sub group C2*			
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 *Six (6) credits must be achieved from Group C or Group D*			
Facilitate learning and development for individuals	3	6	25
Facilitate learning and development in groups	3	6	25
Manage learning and development in groups	4	6	30
Group E *Three (3) credits must be achieved from this group*			
Principles of assessment in lifelong learning	3	3	12
Principles of assessment in lifelong learning	4	3	12
Understanding the principles and practices of assessment	3	3	24
Group F *Twenty one (21) credits must be achieved from this group* • *A minimum of 15 credits must be achieved from listed units* • *A maximum of 6 credits can be achieved from other credit*			
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
Provide information and advice to learners and employers	3	3	20
Quality procedures within the lifelong learning sector	3	6	25
Quality procedures within the lifelong learning sector	4	6	20
Teaching in a specialist area	4	15	50
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 5

Mandatory and restricted optional units of assessment

Applying knowledge of literacy and language for learning and teaching Level 3
Applying knowledge of ICT for learning and teaching Level 3
Applying knowledge of numeracy for learning and teaching Level 3
Curriculum development for inclusive practice Level 5
Continuing personal and professional practice Level 5
ESOL and the learners Level 5
ESOL learning and teaching 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
Literacy and the learners Level 5
Literacy, ESOL and the learners Level 5
Literacy learning and teaching Level 5
Literacy theories and frameworks Level 5
Manage learning and development in groups Level 4
Numeracy and the learners Level 5
Numeracy learning and teaching 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

28 units

UNIT TITLE	**Applying knowledge of literacy and language for learning and teaching**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand personal, social and cultural factors influencing language and literacy learning and development	1.1	Explain the importance of English language and literacy in enabling users to participate in public life, society and the modern economy
	1.2	Explain factors that enhance or inhibit the acquisition and development of literacy and language skills
	1.3	Explain the importance of context in language use
	1.4	Identify learning disabilities and difficulties relating to literacy and language learning and skill development
	1.5	Explain the role of the first language in the acquisition of additional languages
2. Understand key features of the English language	2.1	Explain the changing nature of the English language
	2.2	Explain key issues relating to varieties of English
	2.3	Use appropriate meta-language to describe and discuss key features of language
3. Understand the development of speaking, listening, reading and writing skills	3.1	Explain the role of speaking, listening, reading and writing in developing literacy and language skills
	3.2	Explain ways in which speaking, listening, reading and writing are interdependent
	3.3	Explain the implications of learners having different skills levels in speaking, listening, reading and writing with reference to own area of specialism
	3.4	Explain key factors which influence choice and use of language in speaking
	3.5	Explain key factors which support the processing of oral information
	3.6	Explain key features of the reading process
	3.7	Explain key factors which influence choice and use of language in writing
4. Be able to apply knowledge and understanding of literacy in own professional practice	4.1	Explain ways in which knowledge and understanding of literacy can be applied to own professional practice
	4.2	Apply knowledge and understanding of literacy in own practice

Additional Information about the unit	
Purpose and aim(s) of the unit	Learners will consider personal, social and cultural factors influencing language learning and development, key features of the English language and the development of speaking, listening, reading and writing skills. Learners will also apply knowledge and understanding of literacy to their own professional practice.
Unit available from	1st October
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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • ***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)*
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	15

UNIT TITLE	**Applying knowledge of ICT for learning and teaching**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand personal, social and cultural factors influencing ICT learning and development	1.1	Explain the importance of ICT in enabling access to and participation in society and the modern economy
	1.2	Explain factors that enhance or inhibit the acquisition and development of ICT skills
	1.3	Explain key factors relating to learners' technological and educational backgrounds
	1.4	Identify learning disabilities and difficulties relating to ICT learning and skill development
2. Understand how communication permeates all aspects of ICT	2.1	Explain how communication processes underpin the use of assessment methods for different purposes in ICT
	2.2	Explain the relationship between ICT and communication
	2.3	Explain ways to communicate ICT language, concepts and processes
3. Understand key processes involved in purposeful use of ICT	3.1	Explain the meaning of purposeful use of ICT
	3.2	Explain how to select and apply ICT content, knowledge and skills for purposeful use of ICT
	3.3	Explain how ICT can be used to develop independent and effective learners
4. Understand how to apply knowledge and skills that underpin key processes in ICT	4.1	Explain the essential characteristics of ICT
	4.2	Explain how to select and apply ICT content knowledge and skills applicable to own professional needs and own area of specialism
	4.3	Explain how learners develop ICT skills
5. Be able to apply knowledge and understanding of ICT in own professional practice	5.1	Explain ways in which knowledge and understanding of ICT can be applied to own professional practice
	5.2	Apply knowledge and understanding of ICT in own professional practice

Additional Information about the unit	
Purpose and aim(s) of the unit	Learners will consider personal, social and cultural factors influencing ICT learning and development, how communication permeates all aspects of ICT, key processes involved in purposeful use of ICT and how to apply knowledge and skills that underpin key processes in ICT. Learners will also apply knowledge and understanding of ICT to their own professional practice.
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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • ***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)*
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	15

UNIT TITLE	**Applying knowledge of numeracy for learning and teaching**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand personal, social and cultural factors influencing numeracy learning and development	1.1	Explain the importance of numeracy in enabling access to and participation in society and the modern economy
	1.2	Explain factors that enhance or inhibit the acquisition and development of numeracy skills
	1.3	Identify learning disabilities and difficulties relating to numeracy learning and skill development
2. Understand how communication permeates all aspects of numeracy	2.1	Explain how communication processes underpin the use of assessment methods for different purposes in numeracy
	2.2	Explain the role of communication in numeracy
	2.3	Explain ways to communicate numeracy language, concepts and processes
	2.4	Explain how numeracy concepts can be culturally dependent
3. Understand key processes involved in using numeracy to support problem solving	3.1	Explain ways in which numeracy skills can help to solve problems in a range of routine and non-routine contexts
	3.2	Explain how to select and apply a range of numeracy content, knowledge and skills to find solutions
4. Understand how to apply knowledge and skills that underpin key processes in numeracy	4.1	Explain ways in which situations can be represented through numeracy
	4.2	Explain how to select and apply numeracy content knowledge and skills applicable to own professional needs and own area of specialism
	4.3	Explain ways to address the common misconceptions and confusions related to number associated difficulties
	4.4	Explain how to interpret, evaluate and communicate results of investigations, reflecting on processes and findings
5. Be able to apply knowledge and understanding of numeracy in own professional practice	5.1	Explain ways in which knowledge and understanding of numeracy can be applied to own professional practice
	5.2	Apply knowledge and understanding of numeracy in own professional practice

Additional Information about the unit	
Purpose and aim(s) of the unit	Learners will consider personal, social and cultural factors influencing numeracy learning and development, how communication permeates all aspects of numeracy, key processes involved in using numeracy to support problem solving and how to apply knowledge and skills that underpin key processes in numeracy. Learners will also apply knowledge and understanding of numeracy to their own professional practice.
Unit available from	1st October 2011
Unit review date	1st 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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • ***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)*
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	15

UNIT TITLE	**Continuing personal and professional development**	
CREDIT LEVEL	**5**	
CREDIT VALUE	**12**	
Learning Outcomes	**Assessment Criteria**	
The learner will	**The learner can**	
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	1st October 2011
Unit review date	31st December 2012
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

UNIT TITLE	**Curriculum development for inclusive practice**	
CREDIT LEVEL	**5**	
CREDIT VALUE	**12**	
Learning Outcomes	**Assessment Criteria**	
The learner will	**The learner can**	
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 Educational 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	Identify and 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. It enables the learner to evaluate their own practice in inclusive curriculum design and development.
Unit available from	1st October 2011
Unit review date	31st December 2012
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

UNIT TITLE	**ESOL and the learners**	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
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: • discourse level • phrase level • word level
	1.3	Analyse changes in the use of written language at: • 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	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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • *Application of the professional standards for teachers of English (Literacy and ESOL)*
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 learning and teaching**	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to plan inclusive literacy and language learning and teaching	1.1	Plan literacy and language learning and teaching to meet the needs of individual ESOL learners using: • own specialist knowledge of language systems • the results of specialist initial and diagnostic assessments and • specialist curricula
	1.2	Select literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners
2. Be able to deliver inclusive literacy and language learning and teaching	2.1	Adapt and use literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners
	2.2	Use specialist literacy and language approaches, methods, activities and resources to develop ESOL learners': • awareness of how language works • basic literacy • 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 ESOL
	4.2	Select and use specialist approaches and tools to conduct fair and equitable literacy and language assessments of learning.
	4.3	Involve ESOL learners in the processes of assessment

	4.4	Record relevant specialist assessment information to inform learning and teaching
5. Be able to evaluate and improve own practice in teaching literacy and language	5.1	Reflect on own practice in teaching literacy and language drawing on feedback from learners and colleagues
	5.2	Reflect on ways to improve own practice in teaching literacy and language
	5.3	Engage in opportunities 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 ESOL learning and teaching. Learners will consider how to plan and deliver inclusive ESOL learning and teaching, how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes, and the use of specialist approaches and tools in the assessment of literacy and language learners. Learners will also evaluate and improve their ESOL practice.
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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • *Application of the professional standards for teachers of English (Literacy and ESOL)*
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	40

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UNIT TITLE	**ESOL theories and frameworks**	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
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: • 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	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	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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • *Application of the professional standards for teachers of English (Literacy and ESOL)*
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**	
The learner will	***The learner can***	
1. Understand principles and practices of one to one learning and development	1.1	Explain purposes of one to one learning and development
	1.2	Explain factors to be considered when facilitating learning and development to meet individual needs
	1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals
	1.4	Explain how to manage risks and safeguard individuals when facilitating one to one learning and development
	1.5	Explain how to overcome individual barriers to learning
	1.6	Explain how to monitor individual learner progress
	1.7	Explain how to adapt delivery to meet individual learner needs
2. Be able to facilitate one to one learning and development	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives
	2.2	Implement activities to meet learning and/or development objectives
	2.3	Manage risks and safeguard learners participating in one to one learning and/or development
3. Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
	3.2	Explain benefits to individuals of applying new knowledge and skills
4. Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals
	4.2	Review individual responses to one to one learning and/or development
	4.3	Assist individual learners to identify their future learning and/or development needs

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	31 January 2011
Unit review date	31 August 2014
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)	n/a
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 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	25

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations and experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	31 January 2011
Unit review date	31 August 2014
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)	n/a
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 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	25

UNIT TITLE	**Improving numeracy knowledge, understanding and practice**	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
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 • 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 • 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	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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • *Application of the professional standards for teachers of Mathematics (Numeracy)*
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 and the learners**	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
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: • discourse level • phrase level • word level
	1.3	Analyse changes in the use of written language at: • 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	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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • *Application of the professional standards for teachers of English (Literacy and ESOL)*
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**	
The learner will	***The learner can***	
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: • discourse level • phrase level • word level
	1.3	Analyse changes in the use of written language at: • 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	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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • *Application of the professional standards for teachers of English (Literacy and ESOL)*
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 learning and teaching**	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to plan inclusive literacy and language learning and teaching	1.1	Plan literacy and language learning and teaching to meet the needs of individual literacy learners using: • 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 literacy learners
2. Be able to deliver inclusive literacy and language learning and teaching	2.1	Adapt and use literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners
	2.2	Use specialist literacy and language approaches, methods, activities and resources to develop literacy learners': • 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
	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 learners in the processes of assessment
	4.4	Record relevant specialist assessment information to inform learning and teaching

5. Be able to evaluate and improve own practice in teaching literacy and language	5.1	Reflect on own practice in teaching literacy and language drawing on feedback from learners and colleagues
	5.2	Identify ways to improve own practice in teaching literacy and language
	5.3	Engage in opportunities 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 learning and teaching. Learners will consider how to plan and deliver inclusive literary learning and teaching, how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes, and the use of specialist approaches and tools in the assessment of literacy and language learners. Learners will also evaluate and improve their literacy practice.
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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • *Application of the professional standards for teachers of English (Literacy and ESOL)*
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	40

UNIT TITLE	**Literacy theories and frameworks**	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
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: • text and discourse level • sentence and phrase level • word level
	3.4	Use key discoursal, 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	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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • *Application of the professional standards for teachers of English (Literacy and ESOL)*
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**	
The learner will	***The learner can***	
1. Understand the principles and practices of managing learning and development in groups	1.1	Analyse the characteristics of group environments that foster learning and development
	1.2	Evaluate strategies to manage group behaviour and dynamics
	1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups
	1.4	Analyse ways to involve learners in the management of their own learning and development in groups
	1.5	Analyse risks to be considered when managing learning and development in groups
	1.6	Explain how to manage barriers to individual learning in groups
2. Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members
	2.2	Use motivational methods to engage the group and its individual members in the learning and development process
	2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes
	2.4	Manage the risks associated with group learning and development
3. Be able to apply methodologies to manage learning and development in groups	3.1	Involve learners in agreeing group learning and development 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	
Unit review date	31 December 2011
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)	n/a
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 13.2 Direct Learning Support
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**	
The learner will	***The learner can***	
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 • 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

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	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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • *Application of the professional standards for teachers of Mathematics (Numeracy)*
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	**Numeracy learning and teaching**	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to plan numeracy learning and teaching to meet learners' needs and curriculum requirements	1.1	Use the results of initial and diagnostic assessment together with knowledge of learners' backgrounds to plan numeracy learning and teaching
	1.2	Plan numeracy learning and teaching which meets curriculum requirements, motivates learners and meets their needs
2. Be able to create and maintain a supportive and challenging numeracy learning environment	2.1	Evaluate numeracy resources and equipment for suitability and impact, adapting and creating alternatives
	2.2	Establish and maintain a supportive and challenging numeracy learning environment
	2.3	Evaluate own use of strategies to engage learners and promote success
3. Be able to use communication strategies and techniques within numeracy learning	3.1	Analyse how differing communication approaches can affect problem solving and the learning of numeracy processes and skills
	3.2	Devise strategies to enable learners to develop numeracy language and vocabulary
	3.3	Use collaborative learning techniques to improve numeracy learning and problem solving
	3.4	Develop learners' literacy and language skills needed to develop their numeracy and problem solving skills
4. Understand how technology can be used in numeracy learning and teaching	4.1	Analyse the use of digital technologies in numeracy learning and teaching
	4.2	Analyse the impact of using technology on learner engagement, motivation and success in numeracy learning and teaching
	4.3	Evaluate the use of technology in own practice
5. Be able to assess learners' numeracy knowledge, understanding and skills in accordance with organisational processes	5.1	Analyse the skills, knowledge and understanding that can be assessed in numeracy
	5.2	Devise and use assessment tools for numeracy
	5.3	Involve learners in the processes of assessment and target setting
	5.4	Evaluate the use of assessment for and of learning within own practice
	5.5	Record numeracy assessment information using organisational systems

6. Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes	6.1	Explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas
	6.2	Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to provide inclusive numeracy learning and teaching. Learners will plan numeracy learning and teaching to meet learners' needs and curriculum requirements, create and maintain a supportive and challenging numeracy learning environment, use communication strategies and techniques within numeracy learning, and assess learners' numeracy knowledge, understanding and skills in line with 103 organizational processes. Learners will also consider the use of technology within numeracy 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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)* • *Application of the professional standards for teachers of Mathematics (Numeracy)*
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	40

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes need to be assessed through the delivery of a 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**	
The learner will	***The learner can***	
1. Be able to plan inclusive learning and teaching sessions	1.1	Plan a session for learning and teaching that meets the needs of learners
	1.2	Justify the selection of approaches to meet the needs of learners
2. Be able to deliver inclusive learning and teaching sessions	2.1	Demonstrate inclusive learning and teaching approaches to engage and motivate learners.
	2.2	Demonstrate the use of appropriate resources to support inclusive learning and teaching
	2.3	Use assessment methods to support learning and teaching
	2.4	Communicate with learners to meet their needs and aid their understanding
	2.5	Provide constructive feedback to learners
3. Be able to evaluate own practice in delivering inclusive learning and teaching	3.1	Review own approaches to delivering inclusive learning and teaching
	3.2	Analyse how own inclusive learning and teaching practice can be improved to meet the needs of learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.
Unit available from	1st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes need to be assessed through the delivery of a 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**	
The learner will	***The learner can***	
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	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 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 assuring the quality of assessment

This assessment strategy applies only to those units from the learning and development suite of qualifications

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 in the Lifelong Learning Sector (English: Literacy)

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

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