



Qualification Guidance

For awarding organisations, awarding bodies and higher education institutions

Level 5 Diploma in Teaching in the Lifelong Learning Sector

September 2011

Version 1.2



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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 qualification or a recognised equivalent:

- **Level 5 Diploma in Teaching in the Lifelong Learning Sector**

This qualification will replace the Qualifications and Credit Framework (QCF) qualification introduced in 2007¹. The qualification was developed to meet the requirements of everyone involved, (or wishing to become involved) in a full teaching² role in the further education (FE) sector in England. The revisions have been made in response to sector demand for updating the qualifications and provide increased flexibility to respond to the changing demands made of the further education sector.

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

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

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

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

the updated teaching qualifications. The standards are available on the LSIS excellence gateway. [Download the professional standards](#)

This document provides the technical information needed by awarding organisations, awarding bodies and higher education institutions to develop the Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) qualifications. Additional guidance is available for HEIs: Qualifications for teaching in the FE sector in England: A companion guide for higher education institutions.

This document does not include general information for the sector. This will be made available in an LSIS guidance document in late autumn 2011. It will include introductory information on teaching qualification requirements, recent changes to the qualifications and progression routes.

1.2 How to use this document

The document is arranged as follows:

- **Section 1** provides background and brief design principles for the qualification suite as a whole.
- **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
- **Section 3** 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 DTLLS qualification are now available for awarding organisations in the Regulatory Information Technology System (RITS) of Ofqual. When an awarding organisation has a qualification available there will be public

access to the units in 'The Register'. For all those developing qualifications, including higher education institutions, LSIS has included the mandatory and restricted optional units in this document. The open optional units of assessment are available in a separate document: *Qualifications for teaching in the FE sector in England - All open optional units of assessment*. That document is available on the LSIS website. [Download the all open optional units document from the LSIS website.](#)

If you would like any of the units of assessment in word format please contact the

Information and Advice Service (IAS) on 0300 303 1877 or email:

lluk.advice@lsis.org.uk

The rules of combination for 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 included 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. 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 L. 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 in a companion document: *Qualifications for teaching in the FE sector in England - All open optional units of assessment*.

Awarding organisations will use the RoC to develop their own qualifications. There is no requirement for them to offer all the open optional units in the RoC but they must offer sufficient to enable a learner to complete the qualification. LSIS expects that over time more units will be added to the open optional 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 group 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 L. 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 group in the RoC table is 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 L (36 credits in total) specifies that up to twelve of these can be through the use of other credits. However, all thirty six 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. Teachers in a full teaching role 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 these programmes is included in the diploma programme and can be recognised. If a trainee holds a CTLLS qualification the content of these programmes is also included in the diploma programme and can be recognised.

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.

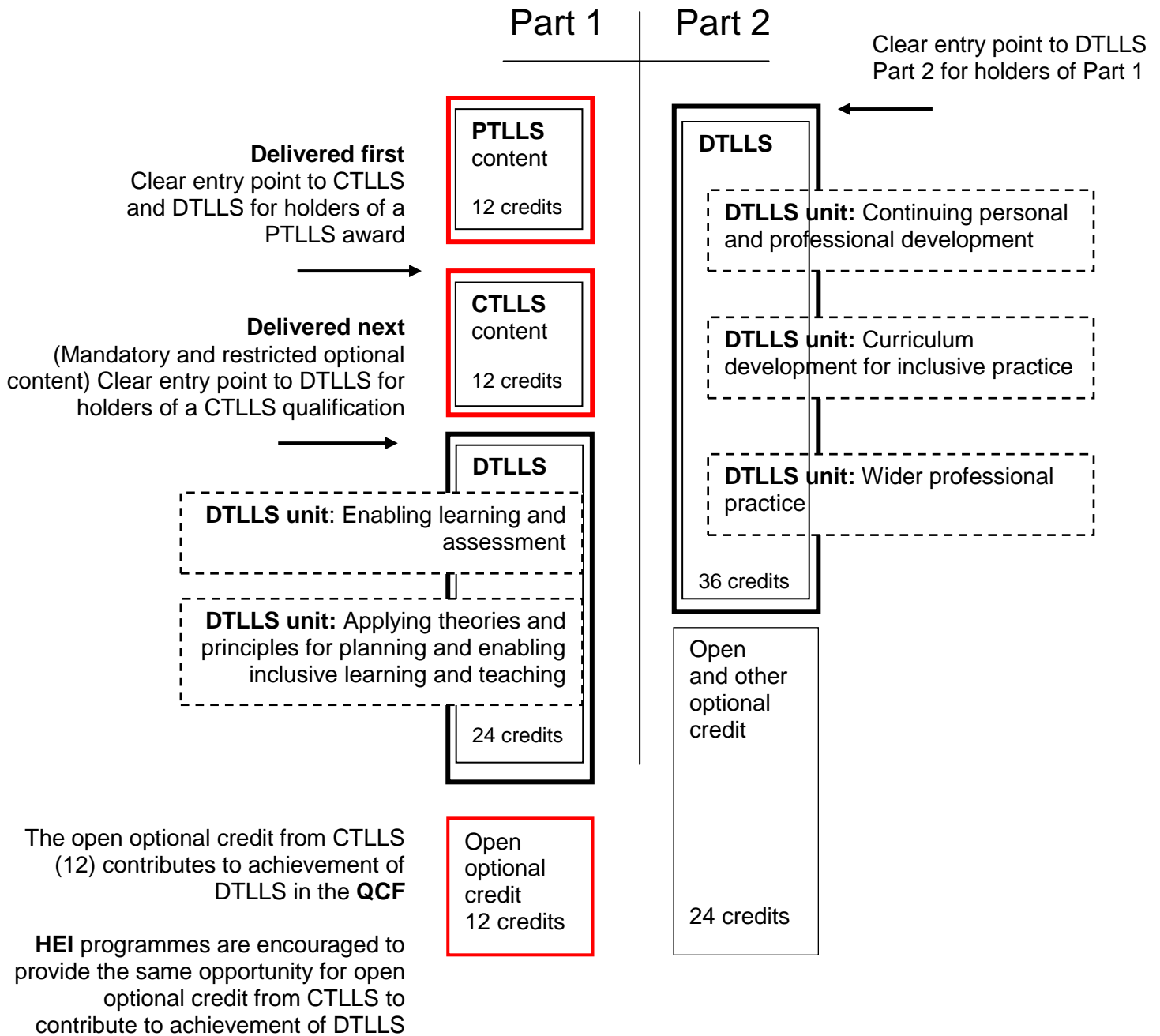
The LLUK review of teaching qualifications identified continuing support for the 2007 credit transfer and recognition agreement between awarding organisations and higher education institutions. This agreement attempts to ease movement between programmes by establishing an overall sequence of delivery 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 (this can vary in some of the literacy, numeracy and ESOL diplomas). The mandatory and restricted optional units are assigned to one of the parts and must not be delivered in the other. The PTLLS and CTLLS elements are in Part 1. Sequencing delivery into two parts

supports those wishing to move to another programme at a mid point, providing them with a clear entry point to Part 2.

- LSIS requires the units included in the PTLLS awards to be delivered before other units in 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 Certificate qualifications (24 credits) can be used towards achievement of the DTLLS qualification. LSIS requires DTLLS programmes to deliver the content of these CTLLS units in sequence after PTLLS. This will allow those who have achieved a CTLLS qualification to join the DTLLS programme at an appropriate point. It is part of the transfer and recognition agreement that HEIs will also provide a similar opportunity.
- For qualifications developed in the QCF the twelve open optional credits from CTLLS will additionally contribute to the achievement of DTLLS. Recognising this credit is not part of the credit transfer and recognition agreement. HEIs are encouraged to support this recognition where possible.
- Achievement of the DTLLS permits a maximum of twelve (12) credits at level 3. Those trainee teachers undertaking PTLLS and CTLLS qualifications should be made aware of this when deciding which level of qualification to undertake. They should also be aware that it is difficult for many HEIs to recognise credit at level 3.

Credit transfer and recognition agreement



Section 2

Level 5 Diploma in Teaching in the Lifelong Learning Sector

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. It prepares trainee teachers for teaching in a wide range of contexts. 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.

Teachers of literacy, numeracy and ESOL are deemed always to be undertaking a full teaching role. Those falling within the 2007 regulations must therefore achieve a teaching qualification for the full teaching role and a subject specific teaching qualification. They may take this generic qualification and a separate subject specific qualification. They can also take integrated qualifications where these are combined. [Further information on qualifications for teaching literacy, numeracy and ESOL](#) can be found on the LSIS Excellence Gateway.

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+

Entry requirements

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

There are no other nationally agreed entry requirements.

Practice

There is a requirement for a minimum of 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. There is a requirement to evidence working with groups of learners to achieve this qualification though parts of the qualification allow for working solely with individuals. There are particular requirements for certain units in this qualification. The requirements are detailed below.

Using practice from literacy, numeracy and ESOL teaching qualifications

Subject to agreement by the awarding organisation:

- holders of a recognised qualification for teaching literacy, numeracy and ESOL may use a maximum fifty (50) hours practice from one of those qualifications towards the hundred (100) required for DTLLS. This is a change from previous guidance.

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)

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)
- Assess vocational skills, knowledge and understanding (Level 3)
- Identify the learning needs of individuals (Level 3)
- Develop and prepare learning and development resources (Level 4)

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

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

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

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

Note: there is no requirement for trainee teachers to work with groups when undertaking this part of the programme. Some trainees may be working solely with individuals. However, a programme may also provide support and preparation for working with groups when appropriate.

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

- Enabling learning through assessment (Level 4 and Level 5)
- Applying theories and principles for planning and enabling inclusive learning and teaching (Level 4 and Level 5)
- 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). Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. Observations can be formative and summative. The awarding organisation will decide the sufficiency of evidence required make a judgment about the standard of practice. These are minimum requirements whatever combination of units is undertaken by a candidate to achieve the qualification. Awarding organisations may make additional requirements if they so wish. There are particular assessment requirements for certain units and these are detailed below.

All those observing and assessing practice should have:

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

Using assessments from literacy, numeracy and ESOL teaching qualifications

Subject to agreement by the awarding organisation:

- holders of a recognised qualification for teaching literacy, numeracy and ESOL may count two (2) observations from one of those qualifications towards the eight (8) required for DTLLS. This is a change from previous guidance
- for the concurrent route - where teams jointly plan and quality assure generic and subject specific programmes – two (2) observations from the subject specific qualification may count towards the eight required for DTLLS. This is a change from previous guidance

- where a trainee undertakes a literacy, numeracy and ESOL qualification separately from a generic teaching qualification no observations may contribute to the achievement of DTLLS. This is the same as previous guidance.

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

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

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

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

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

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

- Delivering lifelong learning (Level 3 and Level 4)
- Assessing learners in lifelong learning (Level 3 and Level 4)
- Planning to meet the needs of learners (Level 3 and Level 4)
- Using resources for lifelong learning (Level 3 and Level 4)
- Enabling learning through assessment (Level 4 and Level 5)
- Applying theories and principles for planning and enabling inclusive learning and teaching (Level 4 and 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)
- Assess vocational skills, knowledge and understanding (Level 3)

Included as open optional units are

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

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

Credit transfer and recognition

Any of the following units selected from the 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 a DTLLS programme at an identified point.

Any of the following units selected from the DTLLS RoC must be delivered next:

- Delivering lifelong learning (Level 3 and Level 4)
- Assessing learners in lifelong learning (Level 3 and Level 4)
- Planning to meet the needs of learners (Level 3 and Level 4)
- Using resources for lifelong learning (Level 3 and Level 4)
- Identify individual learning and development needs (Level 3)
- Develop and prepare learning and development resources (Level 4)
- Assess vocational skills, knowledge and understanding (Level 3)

This will allow those holding a CTLLS qualification to join a DTLLS programme at an identified point.

Minimum core of literacy, language, numeracy and ICT

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

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

[Download the document from the LSIS Excellence gateway](#)

Requirements for knowledge and understanding elements

All elements must be covered. Examples of extent of coverage are provided as guidance only. The elements should be delivered and assessed across the following mandatory and restricted optional units in part one of the qualification:

- Delivering lifelong learning (Level 3 or level 4)
- Assessing learners in lifelong learning (Level 3 or level 4) **or**
Assess vocational skills, knowledge and understanding (Level 3)
- Planning to meet the needs of learners (Level 3 or level 4) **or**
Identify the learning needs of individuals (Level 3)
- Using resources for lifelong learning (Level 3 or level 4) **or**
Develop and prepare learning and development resources (Level 4)
- Enabling learning through assessment (Level 4 and Level 5)
- Applying theories and principles for planning and enabling inclusive learning and teaching (Level 4 and Level 5)

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

Requirements for personal skills in English, mathematics and ICT elements

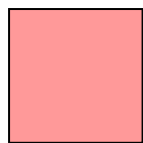
All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. If candidates join the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed. Using the results of these assessments programmes should provide the opportunity to develop their skills informed by the appropriate minimum core elements.

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

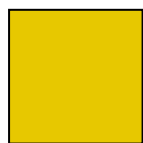
Key to Diagram

M - Mandatory unit

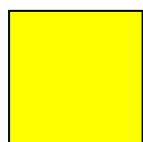
O - Optional unit



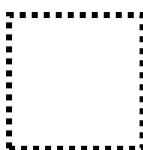
Award



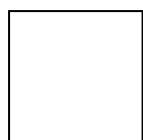
Certificate



Unit from learning and development qualifications



Qualification or group of units of assessment (dotted line)

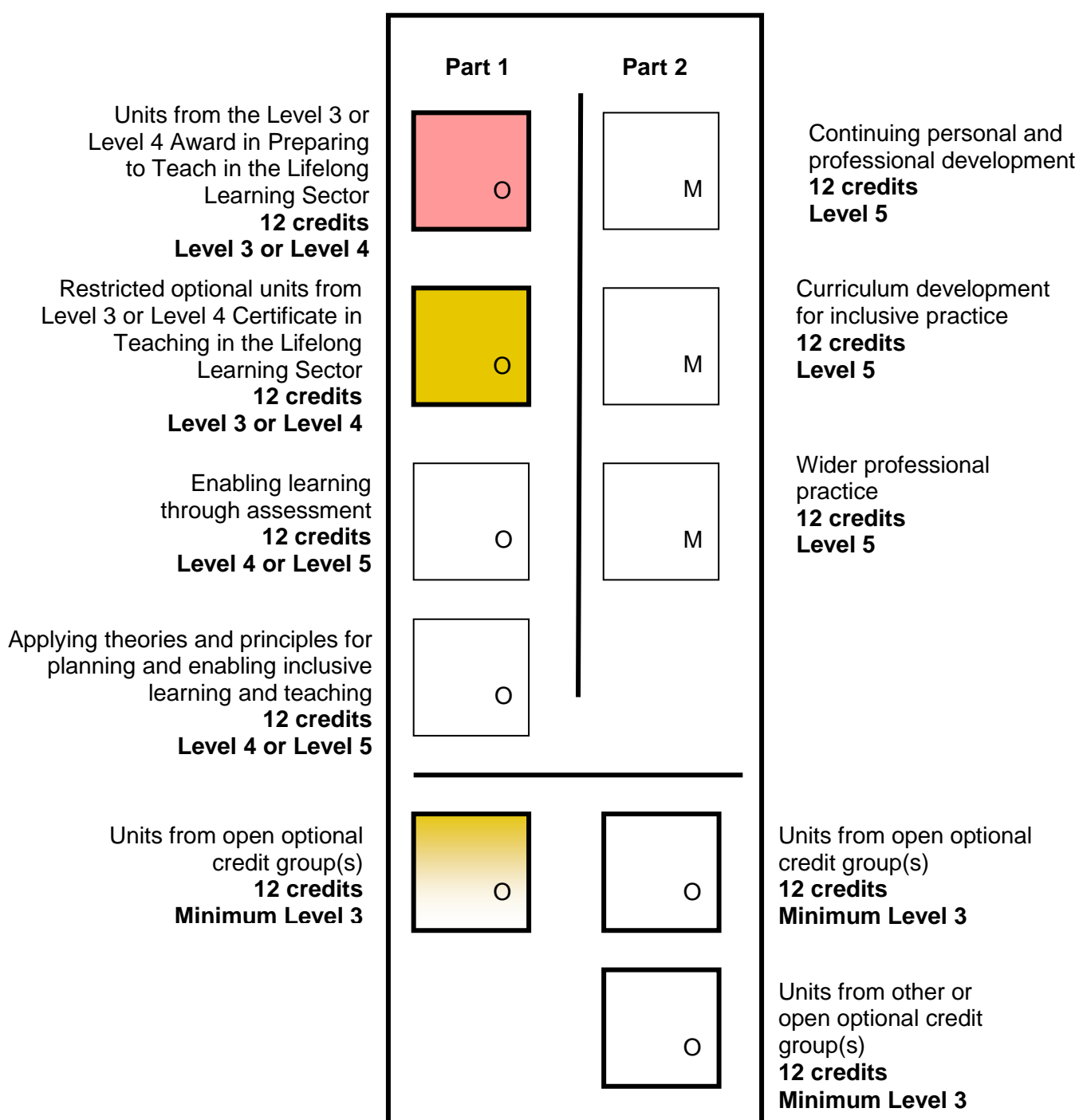


Generic unit of assessment

Qualification structure at a glance

Level 5 Diploma in Teaching in the Lifelong Learning Sector 120 credits

Minimum 63 credits at level 5
Maximum 12 credits at level 3



Rules of combination

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

A minimum 63 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 36 credits from Group A
- 3 credits from Group B
- 6 credits from Group C or Group D
- 3 credits from Group E
- 3 credits from Group F
- 3 credits from Group G
- 3 credits from Group H
- 3 credits from Group I
- 12 credits from Group J
- 12 credits from Group K
- 36 credits from Group L (optional group)

Level 5 Diploma in Teaching in the Lifelong Learning Sector			
Total credit value of qualification: 120 credits			
Credit value at Level 5 or above	Minimum 63 credits		
Credit value at Level 3	Maximum 12 credits		
Credit value of mandatory units	36 credits		
Credit value of optional units	84 credits		
Unit title	Level	Credit Value	GLH
Group A			
<i>Thirty six (36) credits must be achieved from this group</i>			
Continuing personal and professional development	5	12	30
Curriculum development for inclusive practice	5	12	30
Wider professional practice	5	12	30
Group B			
<i>Three (3) credits must be achieved from this group</i>			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Roles, responsibilities and relationships in lifelong learning	4	3	12
Group C			
<i>Six (6) credits must be achieved from Group C or Group D</i>			
<i>Three (3) credits from sub group C1 and 3 credits from sub group C2</i>			
Sub group C1			
Understanding inclusive learning and teaching in lifelong learning	3	3	12
Understanding inclusive learning and teaching in lifelong learning	4	3	12
Sub group C2			
Using inclusive learning and teaching approaches in lifelong learning	3	3	12
Using inclusive learning and teaching approaches in lifelong learning	4	3	12
Group D			
<i>Six (6) credits must be achieved from Group C or Group D</i>			
Facilitate learning and development for individuals	3	6	25
Facilitate learning and development in groups	3	6	25
Manage learning and development in groups	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			
<i>Three (3) credits must be achieved from this group</i>			
Delivering lifelong learning	3	3	15
Delivering lifelong learning	4	3	15
Group G			
<i>Three (3) credits must be achieved from this group</i>			
Assessing learners in lifelong learning	3	3	15
Assessing learners in lifelong learning	4	3	15
Assess vocational skills, knowledge and understanding	3	6	24
Group H			
<i>Three (3) credits must be achieved from this group</i>			
Planning to meet the needs of learners	3	3	15
Planning to meet the needs of learners	4	3	15
Identify individual learning and development needs	3	3	30
Group I			
<i>Three (3) credits must be achieved from this group</i>			
Using resources for lifelong learning	3	3	15
Using resources for lifelong learning	4	3	15
Develop and prepare resources for learning and development	4	6	25
Group J			
<i>Twelve (12) credits must be achieved from this group</i>			
Enabling learning through assessment	4	12	30
Enabling learning through assessment	5	12	30
Group K			
<i>Twelve (12) credits must be achieved from this group</i>			
Applying theories and principles for planning and enabling inclusive learning and teaching	4	12	30
Applying theories and principles for planning and enabling inclusive learning and teaching	5	12	30

Group L			
<i>Thirty six (36) credits must be achieved from this group</i>			
<i>A minimum of 24 credits must be achieved from the listed units</i>			
<i>A maximum of 12 credits can be achieved from other credit (minimum level 3)</i>			
Action learning to support development of subject specific pedagogy	5	15	50
Action learning for teaching in a specialist area of disability	5	15	40
Action research	5	15	50
Assess occupational competence in the work environment	3	6	30
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	3	6	30
(The) Coaching and mentoring roles	3	6	30
(The) Coaching and mentoring roles	4	6	30
Delivering Employability Skills	5	6	20
Develop learning and development programmes	4	6	30
Developing, using and organising resources within the lifelong learning sector	4	15	50
Developing, using and organising resources within the lifelong learning sector	5	15	50
Effective partnership working in the learning and teaching context	4	15	50
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
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
Principles and practice of lipreading teaching	4	12	48
Preparing for the coaching role	3	3	15
Preparing for the coaching role	4	3	15
Preparing for the mentoring role	3	3	15
Preparing for the mentoring role	4	3	15
Provide information and advice to learners and employers	3	3	20
Quality procedures within the lifelong learning sector	3	6	25
Quality procedures within the lifelong learning sector	4	6	20
Specialist delivery techniques and activities	4	9	30
Teaching in a specialist area	4	15	50
Tutoring and course leadership in the lifelong learning sector	5	15	50
Understanding the principles and practices of externally assuring the quality of assessment	4	6	45
Understanding the principles and practices of internally assuring the quality of assessment	4	6	45
Understanding and managing behaviours in a learning environment	4	6	20
Understanding and managing behaviours in a learning environment	4	15	50
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

Section 3

Mandatory and restricted optional units of assessment

Applying theories and principles for planning and enabling inclusive learning and teaching Level 4

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

Assess vocational skills knowledge and understanding Level 3

Assessing learners in lifelong learning Level 3

Assessing learners in lifelong learning Level 4

Continuing personal and professional development Level 5

Curriculum development for inclusive practice Level 5

Delivering lifelong learning Level 3

Delivering lifelong learning Level 4

Develop and prepare learning and development resources Level 4

Enabling learning and assessment Level 4

Enabling learning and assessment Level 5

Facilitate learning and development for individuals Level 3

Facilitate learning and development in groups Level 3

Identify individual learning and development needs Level 3

Manage learning and development in groups Level 4

Planning to meet the needs of learners Level 3

Planning to meet the needs of learners Level 4

Principles of assessment in lifelong learning Level 3

Principles of assessment in lifelong learning Level 4

Roles, responsibilities and relationships in lifelong learning Level 3

Roles, responsibilities and relationships in lifelong learning Level 4

Understanding inclusive learning and teaching in lifelong learning Level 3

Understanding inclusive learning and teaching in lifelong learning Level 4

Understanding the principles and practices of assessment Level 3

Using inclusive learning and teaching approaches in lifelong learning Level 3

Using inclusive learning and teaching approaches in lifelong learning Level 4

Using resources for lifelong learning Level 3

Using resources for lifelong learning Level 4

Wider professional practice Level 5

30 units

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the theories, principles and applications of learning and communication and apply them to inclusive learning and teaching. It covers expectations in relation to the minimum core in relation to application of theories and principles in for planning and enabling inclusive learning and teaching. It enables the learner to evaluate their own application of theories and principles of learning and communication to inclusive learning and teaching.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by 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	Applying theories and principles for planning and enabling learning	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching	1.1	Analyse the factors that can affect learning and achievement
	1.2	Explain how theories and principles of learning and communication can be applied to enable inclusive learning and teaching
2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching	2.1	Apply and use inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication
	2.2	Assess the effectiveness of own selection and use of inclusive learning and teaching strategies and resources
3. Be able to meet the expectations of the minimum core in relation to the applications of theories and principles for planning and enabling inclusive learning and teaching	3.1	Analyse ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching
	3.2	Use elements of minimum core elements in applying theories and principles for planning and enabling inclusive learning and teaching
4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching	4.1	Analyse how effective own application of theories and principles of learning and communication are on inclusive learning and teaching
	4.2	Evaluate strengths and areas for improvement in own application of theories and principles to inclusive learning and teaching
	4.3	Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the theories, principles and applications of learning and communication and apply them to inclusive learning and teaching. It covers expectations in relation to the minimum core in relation to application of theories and principles in for planning and enabling inclusive learning and teaching. It enables the learner to evaluate their own application of theories and principles of learning and communication to inclusive learning and teaching.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by 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	Assess vocational skills, knowledge and understanding	
CREDIT LEVEL	3	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to prepare assessments of vocational skills, knowledge and understanding	1.1	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <ul style="list-style-type: none"> · assessments of the learner in simulated environments · skills tests · oral and written questions · assignments · projects · case studies · recognising prior learning
	1.2	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
	1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
2. Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
	2.2	Provide support to learners within agreed limitations
	2.3	Analyse evidence of learner achievement
	2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
	2.5	Follow standardisation procedures
	2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner Progress
	3.2	Make assessment information available to authorised colleagues as required
	3.3	Follow procedures to maintain the confidentiality of assessment information

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

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

<p>Additional assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:</p> <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning <p>Other forms of evidence will be acceptable for the remaining assessment methods.</p>
<p>Support for the unit by a sector or other appropriate body (if required)</p>	<p>Learning and Skills Improvement Service (LSIS)</p>
<p>Location of the unit within the subject/sector classification system</p>	<p>13. Education and training 13.1 Teaching and lecturing</p>
<p>Name of the organisation submitting the unit</p>	<p>Learning and Skills Improvement Service (LSIS)</p>
<p>Availability for use</p>	<p>Shared</p>
<p>Guided Learning Hours</p>	<p>30</p>

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand and apply theories, principles and models of reflective practice to continuing personal and professional development. It enables the learner to understand their own development needs and engage in personal and professional development to improve their practice.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes need to be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

UNIT TITLE	Curriculum development for inclusive practice	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand contexts in which education and training are provided in the lifelong learning sector	1.1	Analyse ways in which the curriculum offer can differ according to the context in which it is provided
	1.2	Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided
2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching	2.1	Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching
	2.2	Evaluate how the curriculum in own specialist area meets the needs of learners
3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice	3.1	Design and implement learning programmes in accordance with the theories, principles and models of curriculum design
	3.2	Design learning programmes in own specialist area which promote equality of opportunity and value diversity
	3.3	Identify the impact of the 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	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use inclusive learning and teaching approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance learning and teaching and covers expectations in relation to the minimum core in delivering inclusive learning and teaching.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use inclusive learning and teaching approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance learning and teaching and covers expectations in relation to the minimum core in delivering in delivering inclusive learning and teaching.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess competence in developing and preparing resources to support learning and development. 'Develop' covers preparing and producing resources 'from scratch' as well as adapting existing resources to meet the needs of learners. 'Resources' also cover the preparation of the learning environment, learning materials and equipment used to support learning. Examples of resources include: technical equipment, IT-based learning, handouts, workbooks and visits to places of interest. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	July 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards Standard 5: Plan and prepare learning and development resources.
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	25

UNIT TITLE	Enabling learning through assessment	
CREDIT LEVEL	4	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand theories, principles and applications of formal and informal assessment	1.1	Review the application of theories and principles of assessment in own specialist area
2. Be able to design formal and informal assessments to enable learning and progression	2.1	Devise assessment models to meet learning objectives
	2.2	Design formal and informal assessment methods and instruments that are fair, valid, reliable, sufficient and meet the needs of all learners
	2.3 ***	Explain how the design of formal and informal assessment methods and instruments enables learning and progression for all learners
3. Be able to conduct formal and informal assessments to enable learning and progression	3.1	Create an environment for assessment which maximises learners' opportunities for success
	3.2	Use assessment models, methods and instruments to enable learning and progression for all learners
	3.3	Record learner progress and achievement in accordance with internal processes and external requirements
	3.4	Give constructive feedback to learners on their progress and achievement
	3.5	Negotiate future learning targets with learners
	3.6	Report on learner progress and achievement in accordance with internal processes and external requirements
4. Be able to meet minimum core expectations in relation to enabling learning and assessment	4.1	Review ways in which elements of the minimum core can be demonstrated in teaching, learning and assessment'
	4.2	Apply minimum core elements in teaching, learning and assessment in own specialist area

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the theories, principles and applications of formal and informal assessment and apply them to the design and conduct of informal and formal assessment to enable learning and progression. It covers expectations in relation to the minimum core in relation to enabling learning and assessment. It enables the learner to evaluate their own assessment practice to enable learning and progression.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by 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	Enabling learning through assessment	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand theories, principles and applications of formal and informal assessment	1.1	Analyse the application of theories and principles of assessment in own specialist area
2. Be able to design formal and informal assessments to enable learning and progression	2.1	Devise assessment models to meet learning objectives
	2.2	Design formal and informal assessment methods and instruments that are fair, valid, reliable, sufficient and meet the needs of all learners
	2.3	Justify the design of formal and informal assessment methods and instruments in enabling learning and progression for all learners
3. Be able to conduct formal and informal assessments to enable learning and progression	3.1	Create an environment for assessment which maximises learners' opportunities for success
	3.2	Use assessment models, methods and instruments to enable learning and progression for all learners
	3.3	Record learner progress and achievement in accordance with internal processes and external requirements
	3.4	Give constructive feedback to learners on their progress and achievement
	3.5	Negotiate future learning targets with learners
	3.6	Report on learner progress and achievement in accordance with internal processes and external requirements
4. Understand minimum core expectations in relation to enabling learning and assessment	4.1	Analyse ways in which elements of the minimum core can be demonstrated in teaching, learning and assessment
	4.2	Apply minimum core elements in teaching, learning and assessment in own specialist area

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the theories, principles and applications of formal and informal assessment and apply them to the design and conduct of informal and formal assessment to enable learning and progression. It covers expectations in relation to the minimum core in relation to enabling learning and assessment. It enables the learner to evaluate their own assessment practice to enable learning and progression.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by 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	Facilitate learning and development for individuals	
CREDIT LEVEL	3	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand principles and practices of one to one learning and development	1.1	Explain purposes of one to one learning and development
	1.2	Explain factors to be considered when facilitating learning and development to meet individual needs
	1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals
	1.4	Explain how to manage risks and safeguard individuals when facilitating one to one learning and development
	1.5	Explain how to overcome individual barriers to learning
	1.6	Explain how to monitor individual learner progress
	1.7	Explain how to adapt delivery to meet individual learner needs
2. Be able to facilitate one to one learning and development	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives
	2.2	Implement activities to meet learning and/or development objectives
	2.3	Manage risks and safeguard learners participating in one to one learning and/or development
3. Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
	3.2	Explain benefits to individuals of applying new knowledge and skills
4. Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals
	4.2	Review individual responses to one to one learning and/or development
	4.3	Assist individual learners to identify their future learning and/or development needs

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

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

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

UNIT TITLE	Identify individual learning and development needs	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the principles and practices of learning needs analysis for individuals	1.1	Explain the principles and practices of learning needs analysis for individuals
	1.2	Analyse the factors that influence individual learning needs, preferences and styles
	1.3	Compare methods used to assess individual learning needs
2. Be able to conduct learning needs analysis for individuals	2.1	Agree the purpose, aims and methodology of the learning needs analysis with individuals
	2.2	Apply learning needs analysis methodology to assess the individual's current level of achievement and potential
	2.3	Analyse learning needs and communicate to the learner
3. Be able to agree individual learning and development needs	3.1	Agree and prioritise individual learning and development needs
	3.2	Advise individuals about learning and development options to meet: <ul style="list-style-type: none"> • learner priorities • learning preferences • learning styles

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess a learning and development practitioner's understanding of and competence in carrying out a learning or training needs analysis for an individual. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	July 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards Standard 2: Identify individuals' learning needs
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	24

UNIT TITLE	Manage learning and development in groups	
CREDIT LEVEL	4	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the principles and practices of managing learning and development in groups	1.1	Analyse the characteristics of group environments that foster learning and development
	1.2	Evaluate strategies to manage group behaviour and dynamics
	1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups
	1.4	Analyse ways to involve learners in the management of their own learning and development in groups
	1.5	Analyse risks to be considered when managing learning and development in groups
	1.6	Explain how to manage barriers to individual learning in groups
2. Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members
	2.2	Use motivational methods to engage the group and its individual members in the learning and development process
	2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes
	2.4	Manage the risks associated with group learning and development
3. Be able to apply methodologies to manage learning and development in groups	3.1	Involve learners in agreeing group learning objectives
	3.2	Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group
	3.3	Manage group learning strategies and delivery methods to reflect changing requirements
	3.4	Provide individual advice to learners to assist their decision-making about future learning needs
4. Be able to manage learning and development in groups to comply with legal and organisational requirements	4.1	Support learners' rights in relation to equality, diversity and inclusion
	4.2	Minimise risks to safety, health, wellbeing and security of learners

	4.3	Manage confidentiality in relation to learners and the organisation
	4.4	Maintain learning and development records in accordance with organisational procedures

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

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive learning and teaching approaches in accordance with internal processes and external requirements and to evaluate their own practice in planning learning and teaching. It covers expectations in relation to the minimum core in planning inclusive learning and teaching.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive learning and teaching approaches in accordance with internal processes and external requirements and to evaluate their own practice in planning learning and teaching. It covers expectations in relation to the minimum core in planning inclusive learning and teaching.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

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

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

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

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

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

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

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

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

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

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

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand teaching and learning strategies and approaches in lifelong learning, and how to use these to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners.
Unit available from	1 st April 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	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	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the principles and requirements of assessment	1.1	Explain the functions of assessment in learning and development
	1.2	Define the key concepts and principles of assessment
	1.3	Explain the responsibilities of the assessor
	1.4	Identify the regulations and requirements relevant to assessment in own area of practice
2. Understand different types of assessment method.	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment.	3.1	Summarise key factors to consider when planning assessment
	3.2	Evaluate the benefits of using a holistic approach to assessment
	3.3	Explain how to plan a holistic approach to assessment
	3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility
	3.5	Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment.	4.1	Explain the importance of involving the learner and others in the assessment process
	4.2	Summarise types of information that should be made available to learners and others involved in the assessment process
	4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
	4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners

5. Understand how to make assessment decisions.	5.1	Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current
	5.2	Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
6. Understand quality assurance of the assessment process.	6.1	Evaluate the importance of quality assurance in the assessment process
	6.2	Summarise quality assurance and standardisation procedures in own area of practice
	6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7. Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment
	7.2	Explain how feedback and questioning contribute to the assessment process
8. Understand the legal and good practice requirements in relation to assessment.	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
	8.2	Explain the contribution that technology can make to the assessment process
	8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
	8.4	Explain the value of reflective practice and continuing professional development in the assessment process

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

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.
Unit available from	1 st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes need to be assessed through the delivery of a microteaching session or equivalent practice.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.
Unit available from	1 st April 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes need to be assessed through the delivery of a microteaching 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 resources for lifelong learning	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to use resources in the delivery of inclusive learning and teaching	1.1	Use resources to promote equality, value diversity and contribute to the learning process
	1.2	Identify the benefits and limitations of resources in the delivery of inclusive learning and teaching
	1.3	Use resources to enable inclusive learning and teaching
	1.4	Adapt resources to meet the needs of learners and delivery models
2. Understand expectations of the minimum core in relation to using resources for lifelong learning	2.1	Explain how minimum core elements can be demonstrated when using resources for lifelong learning
	2.2	Apply minimum core elements when using resources for lifelong learning
3. Be able to evaluate own use of resources in the delivery of inclusive learning and teaching	3.1	Reflect on own practice in using resources to meet the needs of all learners
	3.2	Identify ways to improve own practice in using resources to meet the needs of all learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use resources in the delivery of inclusive learning and teaching and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive learning and teaching.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in the workplace through learning and teaching practice.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use resources in the delivery of inclusive learning and teaching and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive learning and teaching.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	15

UNIT TITLE	Wider professional practice	
CREDIT LEVEL	5	
CREDIT VALUE	12	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the concept of professionalism and core professional values in the lifelong learning sector	1.1	Analyse key aspects of professionalism in the lifelong learning sector
	1.2	Reflect on ways in which professional practice promotes equality of opportunity and value diversity
	1.3	Explain the contribution of learning to personal development, community development and economic growth
	1.4	Analyse the impact of own professional values on learning and teaching
2. Understand policies and regulatory requirements relating to the lifelong learning sector	2.1	Analyse the implications for and impact of government policies on practice in the lifelong learning sector
	2.2	Analyse ways in which government policies and the requirements of regulatory bodies impact on practice in own specialist area
	2.3	Explain the roles of regulatory and funding bodies in the lifelong learning sector
3. Be able to contribute to quality improvement and quality assurance systems and procedures	3.1	Review own role and contribution in quality improvement and quality assurance in the organisation
	3.2	Examine the role of assessment and evaluation in the quality cycle
	3.3	Produce accurate assessment data and records
	3.4	Assess the validity and reliability of data relating to own learners
	3.5	Communicate assessment information to those with an interest in learner achievement
	3.6	Evaluate a learning programme in accordance with the quality systems and procedures in the organisation
	3.7	Communicate the results of evaluation of a learning programme

4. Understand how to develop learners' wider skills in own specialist area	4.1	Analyse how the development of wider skills can improve learner motivation, confidence and achievement
	4.2	Evaluate ways to provide opportunities for learners to develop wider skills
5. Be able to evaluate and improve own wider professional practice	5.1	Analyse the effectiveness of own wider professional practice
	5.2	Identify and reflect on strengths and areas for improvement in own wider professional practice
	5.3	Engage professional development opportunities to improve own wider professional practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the units is to enable the learner to understand and apply the concept of professionalism and core professional values, policies and regulatory requirements in the lifelong learning sector. It enables the learner to contribute to quality improvement and quality assurance systems and procedures, develop learners wider skills and to evaluate and improve own wider professional practice.
Unit available from	1 st October 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

Appendix 1

Assessment strategy for units for assessing and 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