# 8375 Level 3 Certificate for Essential Skills Practitioners

**October 2017 Version 2.1**

**City&
Guilds**

# Qualification at a glance

| | |
|---|---|
| **Subject area** | Delivery of essential skills to adults |
| **City & Guilds number** | 8375 |
| **Age group approved** | 19+ |
| **Entry requirements** | Level 3 |
| **Assessment** | Will be by means of practitioner portfolio |
| **Fast track** | Available |
| **Support materials** | Centre handbook |
| **Registration and certification** | Consult the Walled Garden/Online Catalogue for last dates |

| Title and level | City & Guilds number | Accreditation number |
|---|---|---|
| Level 3 Certificate for Essential Skills Practitioners (Literacy) | 8375-01 | 600/2783/6 |
| Level 3 Certificate for Essential Skills Practitioners (Numeracy) | 8375-02 | 600/2783/6 |
| Level 3 Certificate for Essential Skills Practitioners (ESOL) | 8375-03 | 600/2783/6 |
| Level 3 Certificate for Essential Skills Practitioners (Digital Literacy) | 8375-04 | NYA |

This qualification is also available through the Unit Route – 8375-91.
Please consult the Walled Garden/Online Catalogue for further details.

| Version and date | Change detail | Section |
|---|---|---|
| 1.0 November 2011 | Created first edition | **All** |
| 2.0 April 2015 | Added units for new Digital Literacy Pathway: 311, 312, 313, 314, 315 and 316.<br>Updated general content to reflect new Digital Literacy Pathway. | **Introduction**<br>**Qualifications structure**<br>**List of units**<br>**Approval**<br>**Appendices 1 and 3** |
| 2.1 October 2017 | Added TQT and GLH details<br>Deleted QCF | **Structure**<br>**Appendix** |

# Contents

City & Guilds 8375 Level 3 Certificate for Essential Skills Practitioners

# 1    Introduction

This document tells you what you need to do to deliver the qualification:

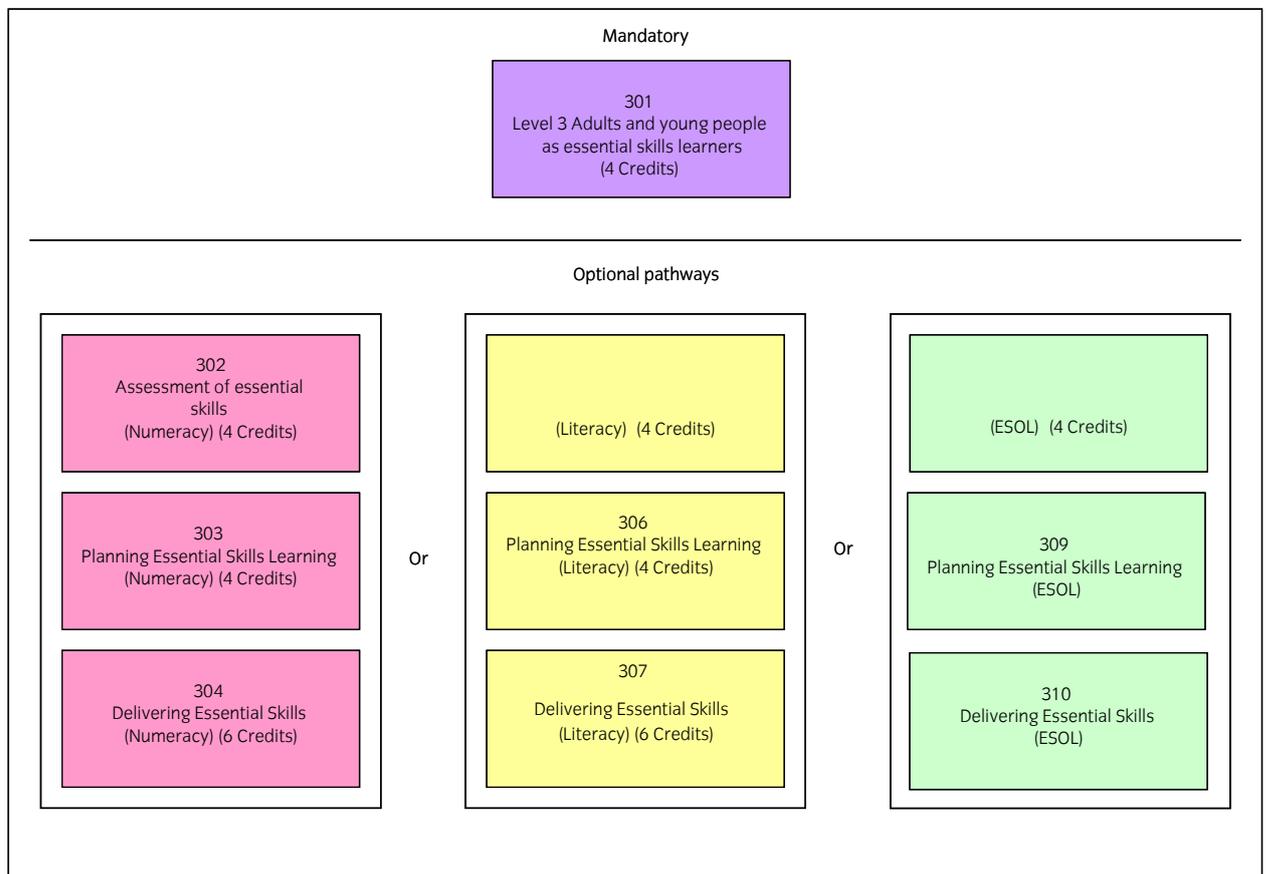| Area | Description |
| --- | --- |
| Who is the qualification for? | For people who work, or want to work with essential skills learners to help them to improve their literacy, numeracy, language skills and /or digital literacy in:<br><br>• a work-based learning context<br>• an adult and community learning context<br>• a college context<br>or<br>• other suitable provisions such as secure establishments<br><br>at the appropriate level. |
| What does the qualification cover? | It allows learners to learn, develop and practise skills in the assessment, planning and delivery of essential skills. |
| Is the qualification part of a framework or initiative? | This qualification has different applications and recognition depending on national contexts. In Wales 8375 is part of the essential skills quality structure. |
| What opportunities for progression are there? | It allows learners to progress into employment and/or to the following City & Guilds qualifications:<br>• Level 5 Diploma in Teaching in the Lifelong Learning Sector<br>• Qualifications for Assessors and Quality Assurers (6317) |

## Structure

To achieve the Level 3 Certificate for Essential Skills Practitioners 8375, learners must achieve 4 credits from one of the required mandatory units and a minimum of 14 credits from the optional units available in their chosen pathway.
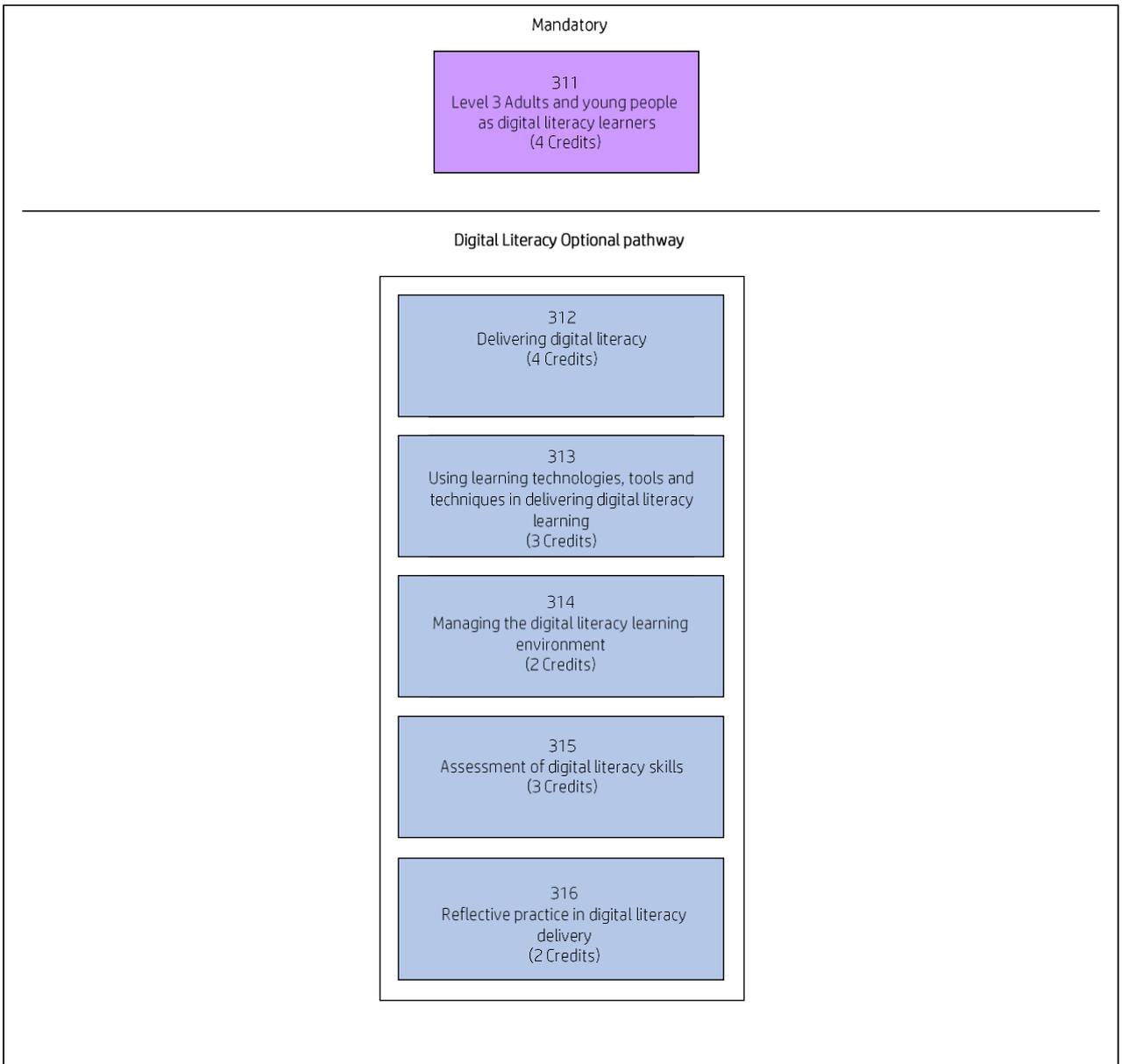
There are four pathways: Numeracy, Literacy, ESOL and Digital Literacy. There are two different mandatory units: unit 301 must be completed for the Numeracy, Literacy and ESOL pathways; unit 311 must be completed for the Digital Literacy pathway. The practitioner only has to achieve one of the pathway options to complete the qualification. Wording on the Certificate will reflect the pathway they followed.

If a practitioner wishes to complete an additional pathway there will be no requirement for them to repeat the mandatory unit unless they are moving to or from the Digital Literacy pathway. For example a practitioner completing the Numeracy pathway would be required to complete unit 311 if they wished to complete the Digital Literacy pathway, but would not be required to repeat unit 301 if they wished to complete the ESOL pathway. Another Certificate will be awarded for additional pathways completed.

| Unit accreditation number | City & Guilds unit | Unit title | Credits |
|---|---|---|---|
| **Mandatory** | | | |
| M/503/4423 | 301 | Adults and young people as Essential Skills learners | 4 |
| **Optional** (all three must be completed for this pathway) | | **Numeracy Pathway** | |
| T/503/4424 | 302 | Assessment of Essential skills (Numeracy) | 4 |
| A/503/4425 | 303 | Planning Essential Skills learning (Numeracy) | 4 |
| F/503/4426 | 304 | Delivering Essential Skills (Numeracy) | 6 |
| **Optional** (all three must be completed for this pathway) | | **Literacy Pathway** | |
| J/503/4427 | 305 | Assessment of Essential Skills (Literacy) | 4 |
| L/503/4428 | 306 | Planning Essential Skills learning (Literacy) | 4 |
| R/503/4429 | 307 | Delivering Essential Skills (Literacy) | 6 |
| **Optional** (all three must be completed for this pathway) | | **ESOL Pathway** | |
| R/503/4558 | 308 | Assessment of Essential Skills (ESOL) | 4 |
| L/503/4431 | 309 | Planning Essential Skills (ESOL) | 4 |
| K/503/4436 | 310 | Delivering Essential Skills (ESOL) | 6 |

| Digital Literacy Mandatory | | | |
|---|---|---|---|
| Y/506/9912 | 311 | Adults and Young People as Digital Literacy Learners | 4 |
| **Optional** (all five must be completed for this pathway) | | **Digital Literacy Pathway** | |
| T/506/9917 | 312 | Delivering Digital Literacy | 4 |
| Y/506/9974 | 313 | Using Learning Technologies, Tools and Techniques in Delivering Digital Literacy Learning | 3 |
| T/506/9920 | 314 | Managing the Digital Literacy Learning Environment | 2 |
| F/506/9984 | 315 | Assessment of Digital Literacy Skills | 3 |
| L/506/9969 | 316 | Reflective Practice in Digital Literacy Delivery | 2 |

Mandatory

301
Level 3 Adults and young people
as essential skills learners
(4 Credits)

Optional pathways

302
Assessment of essential skills
(Numeracy) (4 Credits)

303
Planning Essential Skills Learning
(Numeracy) (4 Credits)

304
Delivering Essential Skills
(Numeracy) (6 Credits)

Or

(Literacy)  (4 Credits)

306
Planning Essential Skills Learning
(Literacy) (4 Credits)

307
Delivering Essential Skills
(Literacy) (6 Credits)

Or

(ESOL)  (4 Credits)

309
Planning Essential Skills Learning
(ESOL)

310
Delivering Essential Skills
(ESOL)

Mandatory

**311**
Level 3 Adults and young people as digital literacy learners
(4 Credits)

Digital Literacy Optional pathway

**312**
Delivering digital literacy
(4 Credits)

**313**
Using learning technologies, tools and techniques in delivering digital literacy learning
(3 Credits)

**314**
Managing the digital literacy learning environment
(2 Credits)

**315**
Assessment of digital literacy skills
(3 Credits)

**316**
Reflective practice in digital literacy delivery
(2 Credits)

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| Title and level | GLH | TQT |
|---|---|---|
| Level 3 Certificate for Essential Skills Practitioners | 90 | 180 |

# Centre requirements

## Approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centres who are already approved to run City & Guilds qualifications but are not offering 8375 should fill in a **qualification approval process** (**QAP**) form).

If your Centre is already approved to offer the 8375 Level 3 Certificate for Essential Skills Practitioners you can apply for approval of the new Level 3 Certificate for Essential Skills Practitioners (Digital Literacy) pathway using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:
- there have been no changes to the way the qualification is delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the new pathway, ie until 31 March 2016. After 12 months, Centres will have to go through the standard Qualification Approval Process. The Centre is responsible for checking that fast track approval is still current at the time of application.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

This qualification is also available through the Unit Route – 8375-91. Please consult the Walled Garden/Online Catalogue for further details.

## Resource requirements

Learners will need access to teaching practice opportunities or teaching practice placements.

Learners should have access to a wide range of learning and delivery resources.

## Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent and technically knowledgeable in education and/or training. This knowledge must be to the same level as the training being delivered

- hold a level 5 specialist teaching qualification or hold at least one of the Level 4 FENTO qualifications (9485,9486, 9488) or hold the 9375 Level 3 Certificate in Delivering Basic Skills to Adults

and

- have recent relevant experience in the specific area they will be assessing.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

## Assessors and Internal Quality Assurers

Assessor and Internal Quality Assurance units are valued as qualifications for centre staff, but they are not currently a requirement for this qualification.

## Continuing Professional Development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## Learner entry requirements

Learners must undertake an initial assessment of their personal skills in literacy, numeracy and digital literacy.

Initial assessment outcomes may identify areas for development that a learner may have to address and the centre may need to support.

Learners must demonstrate clear evidence of skills at level 2 (at least) relevant to the units they wish to choose (literacy, numeracy, language or digital literacy).

## Age restrictions

City & Guilds cannot accept any registrations for learners under 19 as this qualification is not approved for anyone under the age of 19.

## Other legal considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults.

# 2 Delivering the qualification

## Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification
- access to appropriate delivery opportunities.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

## Support materials

The following resources are available for this qualification:

| Description | How to access |
|---|---|
| Core curriculum | ISBN 978 0 7504 5433 9 |
| Essential Skills Wales Standards | www.gov.wales/topics/educationandskills |

## Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/what-we-offer/centres/improving-teaching-learning/learning-assistant**

## Observation documents

Centres are encouraged to use the **Observation Form** provided in **Appendix 3** for all units that require observation.

Although centres are strongly recommended to use this form, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by learners and assessors at the centre.

# 3   Assessment

## Assessment of the qualification

This qualification is assessed by means of practitioner portfolio and Centre devised assignments. To achieve the qualification learners must:

- successfully address all of the learning outcomes and assessment criteria set out in each unit that is selected and ensure that they have been covered in their learner portfolio of evidence.

## Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

Learners who have previously achieved units from the 9375 Level 3 Certificate in the Delivery of Basic Skills to Adults (Wales Only) may use evidence from these units towards this qualification. This evidence must be assessed against the criteria for 8375 and any gaps that are identified must be addressed.

# 4    Units

## Availability of units

The units which make up this qualification can be obtained from the following pages of this document. They are also on The Register of Regulated Qualifications: **http://register.ofqual.gov.uk/Unit**

## Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Summary of the units

| Unit Number | Unit Title | Credits | Unit number |
|---|---|---|---|
| 301 | Adults and Young People as Essential Skills Learners | 4 | M/503/4423 |
| 302 | Assessment of Essential skills (Numeracy) | 4 | T/503/4424 |
| 303 | Planning Essential Skills Learning (Numeracy) | 4 | A/503/4425 |
| 304 | Delivering Essential Skills (Numeracy) | 6 | F/503/4426 |
| 305 | Assessment of Essential Skills (Literacy) | 4 | J/503/4427 |
| 306 | Planning Essential Skills Learning (Literacy) | 4 | L/503/4428 |
| 307 | Delivering Essential Skills (Literacy) | 6 | R/503/4429 |
| 308 | Assessment of Essential Skills (ESOL) | 4 | R/503/4558 |
| 309 | Planning Essential Skills (ESOL) | 4 | L/503/4431 |
| 310 | Delivering Essential Skills (ESOL) | 6 | K/503/4436 |
| 311 | Adults and Young People as Digital Literacy Learners | 4 | Y/506/9912 |

| | | | |
|---|---|---|---|
| 312 | Delivering Digital Literacy | 4 | T/506/9917 |
| 313 | Using Learning Technologies, Tools and Techniques in Delivering Digital Literacy Learning | 3 | Y/506/9974 |
| 314 | Managing the Digital Literacy Learning Environment | 2 | T/506/9920 |
| 315 | Assessment of Digital Literacy Skills | 3 | F/506/9984 |
| 316 | Reflective Practice in Digital Literacy Delivery | 2 | L/506/9969 |

## Glossary of words used in the units

See Essential Skills Wales and core curriculum for relevant glossary

## Unit 301    Adults and Young People as Essential Skills Learners

| | |
|---|---|
| **UAN:** | M/503/4423 |
| **Level:** | Level 3 |
| **Credit value:** | 4 |
| **GLH:** | 20 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS) |
| **Aim:** | The aim of this unit is to enable effective working with essential skills learners through understanding of the importance of essential skills and the characteristics of learners. |

| **Learning outcome** |
|---|
| The learner will: |
| 1.  Understand the importance of essential skills to adults and young people |
| **Assessment criteria** |
| The learner can: |
| 1.1 Define the nature and scope of essential skills |
| 1.2 Explain the role of essential skills in the lives of adults and young people in society |
| 1.3 Describe the possible consequences of adults and young people having essential skills needs |

| **Learning outcome** |
|---|
| The learner will: |
| 2.  Understand why adults and young people have essential skills needs |
| **Assessment criteria** |
| The learner can: |
| 2.1  Describe a range of personal, social and economic reasons why adults and young people may have essential skills needs |
| 2.2  Summarise the barriers to essential skills learning that adults and young people may experience |

| Learning outcome |
| --- |
| The learner will: |
| 3. Understand factors that may assist essential skills learning |
| **Assessment criteria** |
| The learner can: |
| 3.1 Analyse different factors that motivate adults and young people to want to return to or continue learning |
| 3.2 Describe different learning preferences that adults and young people have |
| 3.3 Explain the importance of communication when working with adults and young people |
| 3.4 Explain the value of relationship building and emotional intelligence when working with adults and young people |
| 3.5 Describe different strategies that may be used to enable adults and young people to improve own learning |

| Learning outcome |
| --- |
| The learner will: |
| 4. Understand the role of diversity and inclusion in essential skills learning |
| **Assessment criteria** |
| The learner can: |
| 4.1 Explain what is meant by 'diversity and inclusion' in the context of essential skills learning |
| 4.2 Explain the effects that tutor values and attitudes in relation to diversity and inclusion may have |
| 4.3 Identify relevant legal requirements in relation to diversity and inclusion |
| 4.4 Compare different strategies to ensure diversity and inclusion in essential skills learning programmes |

| Learning outcome |
| --- |
| The learner will: |
| 5. Understand issues concerning the wellbeing of learners in relation to essential skills learning |
| **Assessment criteria** |
| The learner can: |
| 5.1 Identify legal requirements in relation to essential skills learning, including the safeguarding of children and vulnerable adults |
| 5.2 Summarise the main factors that need to be considered in relation to learner wellbeing, including emotional welfare |

| Learning outcome |
| --- |
| The learner will:<br>6.  Be able to build effective relationships with essential skills learners |
| **Assessment criteria** |
| The learner can:<br><br>6.1  Demonstrate effective communication skills with essential skills learners<br><br>6.2  Demonstrate how to build relationships with essential skills learners which enhance essential skills learning |

# Unit 301    Adults and Young People as Essential Skills Learners

Supporting information

## Evidence requirements

**AC 2.1** The range must be a minimum of five and must include personal, social and economic reasons.

**AC 3.5** A minimum of three different strategies

**AC6.1** and **AC 6.2** This must be observed within a real situation or situations which could be carried out at the same time as the observation of practice in units 4, 7 or 10. A simulated exercise would not be acceptable in this instance.

## Guidance

Careful planning is recommended as a basis for concise evidence. A centre devised assignment or case study may be an appropriate method of assessing the criteria for outcomes 1-5.

Outcome 6 must be assessed by a tutor observation or by an expert witness statement.

# Unit 302 Assessment of Essential Skills (Numeracy)

| | |
|---|---|
| **UAN:** | T/503/4424 |
| **Level:** | Level 3 |
| **Credit value:** | 4 |
| **GLH:** | 20 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS) |
| **Aim:** | The aim of this unit is to enable learners to use diagnostic assessment for numeracy effectively through the understanding of essential principles. |

| Learning outcome |
|---|
| The learner will:<br>1. Understand the principles and methods of the assessment of numeracy skills |
| **Assessment criteria** |
| The learner can:<br>1.1 Explain the purpose of:<br>&bull; initial assessment<br>&bull; diagnostic assessment<br>&bull; formative assessment (assessment for learning)<br>&bull; summative assessment<br>1.2 Describe different assessment tools and their application<br>1.3 Explain the reasons why assessment should be on-going during the development of numeracy skills learners |

| Learning outcome |
|---|
| The learner will:<br>2 Understand the types of errors that numeracy learners can make |
| **Assessment criteria** |
| The learner can:<br>2.1 Give examples of some types of errors that a numeracy learner may make<br>2.2 Explain the reasoning that the learner may have used when making these errors<br>2.3 Explain how learner background can influence the strategies they use |

| Learning outcome |
| --- |
| The learner will:<br>3   Be able to carry out diagnostic assessment of numeracy skills |
| **Assessment criteria** |
| The learner can:<br><br>3.1 Describe the adaptations to the diagnostic assessment which may be required for:<br><br>&bull; Learners with disabilities<br><br>&bull; Learners with literacy needs<br><br>&bull; Learners from a different cultural background<br><br>3.2   Describe the elements of an appropriate numeracy assessment environment<br><br>3.3   Prepare numeracy learners for assessment<br>3.4   Carry out the diagnostic numeracy assessment of a learner |

| Learning outcome |
| --- |
| The learner will:<br>4   Be able to analyse the results of the diagnostic testing of numeracy skills |
| **Assessment criteria** |
| The learner can:<br><br>4.1   Interpret the errors made during diagnostic testing by numeracy learners at 3 different levels<br><br>4.2   Analyse mental and written strategies that learners are using which are inefficient (for example, using repeated addition in place of multiplication) |

| Learning outcome |
| --- |
| The learner will:<br>5   Be able to review and improve the process of numeracy assessment |
| **Assessment criteria** |
| The learner can:<br><br>5.1 Incorporate learners' feedback in review of the assessment process<br>5.2   Reflect on how assessment improvements can be made |

# Unit 302      Assessment of Essential Skills (Numeracy)

Supporting information

**Evidence requirements**

**AC1.2** Minimum of three different tools, including one initial and one summative tool.

**AC2.1** Minimum of four different types of errors. At least two to be within the four rules of number:

- addition
- subtraction
- multiplication
- division.

**AC3.3** Prepare for numeracy assessment with three individual learners (diagnostic and/or summative). Assessment could be in the form of observation, expert witness testimony or reflective account.

**AC4.1** Learners need to be level 1 or below. The assessment from AC 3.4 could be used. Two of the diagnostic assessments for analysis could be simulated in order to provide a broader range of errors.

**AC 4.2** Learners or case studies from AC 4.1 could be used.

**Guidance**

Where feasible, holistic assessment is recommended.

# Unit 303 Planning Essential Skills Learning (Numeracy)

| | |
|---|---|
| **UAN:** | A/503/4425 |
| **Level:** | Level 3 |
| **Credit value:** | 4 |
| **GLH:** | 20 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS) |
| **Aim:** | The aim of this unit is to enable practitioners to plan, prepare and negotiate numeracy learning with essential skills learners. |

| **Learning outcome** |
|---|
| The learner will: |
| 1    Understand the principles and methods of planning numeracy targets with learners |

| **Assessment criteria** |
|---|
| The learner can: |
| 1.1    Describe the elements of an effective numeracy learning programme |
| 1.2    Describe the variation that may be found in a group of learners to include: |
| • level of skills already acquired and how they are categorised (i.e. level) |
| • speed of learning |
| • background (social and cultural) |
| • disability |
| • learning preferences |
| • literacy |
| • motivations |
| 1.3 Explain how these variations impact on the planning of numeracy programmes |
| 1.4 Evaluate the importance of context when designing numeracy learning programmes |

| Learning outcome |
|---|
| The learner will: |
| 2    Be able to negotiate numeracy targets with learners |
| **Assessment criteria** |
| The learner can: |
| 2.1 Provide constructive feedback on the results of assessment to learners |
| 2.2 Negotiate learning goals with learners based on assessment results |
| 2.3    Agree and record SMART targets to achieve learning goals |

| Learning outcome |
|---|
| The learner will: |
| 3    Be able to plan a numeracy learning programme |
| **Assessment criteria** |
| The learner can: |
| 3.1     Construct a learning programme linked to agreed learning goals |
| 3.2     Develop a programme to teach specific numeracy skills including: |
| • aims and objectives |
| • context |
| • teaching resources (such as Cuisenaire rods, tarsia puzzles) |
| • differentiation |
| • assessment tasks |

| Learning outcome |
|---|
| The learner will: |
| 4    Be able to prepare numeracy learning resources |
| **Assessment criteria** |
| The learner can: |
| 4.1     Prepare learning resources for use within a planned learning programme |
| 4.2     Adapt learning resources to satisfy factors such as additional learning needs and individual targets |

| Learning outcome |
| --- |
| The learner will: |
| 5    Understand how to evaluate a numeracy learning programme and the  need for this to be on-going |
| **Assessment criteria** |
| The learner can: |
| 5.1 Develop criteria with which to evaluate a numeracy learning programme |
| 5.2    Explain how to incorporate learner feedback into the evaluation of a numeracy learning programme |
| 5.3 Explain the issues that could arise during the implementation of the planned programme which may necessitate its revision |

## Unit 303     Planning Essential Skills Learning (Numeracy)

Supporting information

**Evidence requirements**

**AC2.1** Provide feedback to three learners with different characteristics

**AC2.2** Learners could be those used in AC 2.1.

**AC3.1** Minimum of six sessions

**AC4.1** Resources could be paper-based, electronic, kinaesthetic, etc. At least three resources are required.

**AC4.2** At least two resources should be adapted.

**Guidance**

For learning outcome 1 practitioners may provide a short study of a group of essential skills learners.

For learning outcome 2 where feasible, holistic assessment is recommended.

# Unit 304 Delivering Essential Skills (Numeracy)

| | |
|---|---|
| **UAN:** | F/503/4426 |
| **Level:** | Level 3 |
| **Credit value:** | 6 |
| **GLH:** | 30 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS) |
| **Aim:** | The aim of this unit is to enable practitioners to plan, deliver and evaluate numeracy sessions. |

| **Learning outcome** |
|---|
| The learner will: |
| 1 Understand the principles and methods of delivering numeracy learning |
| **Assessment criteria** |
| The learner can: |
| 1.1 Explain the following active learning methods and how they can be applied in the delivery of numeracy: |
| • Build on the knowledge learners already have |
| • Expose and discuss common misconceptions |
| • Use higher order questions |
| • Use cooperative group work |
| • Encourage reasoning rather than 'answer getting' |
| • Use rich collaborative tasks |
| • Encourage transference of skills |
| • Use technology. |

| Learning outcome |
| --- |
| The learner will: <br> 2   Be able to plan numeracy learning sessions |
| **Assessment criteria** |
| The learner can: <br><br> 2.1   Establish aims and objectives for the session with reference to assessment outcomes <br><br> 2.2   Develop active learning approaches for the following numeracy topics: <br><br>      • place value <br><br>      • language of maths <br><br>      • number bonds and other addition subtraction facts and strategies <br><br>      • multiplication and division facts and strategies <br><br>      • measure <br><br>      • data handling <br><br>      • estimation <br><br>      • problem solving <br> 2.3   Include active learning approaches within a numeracy programme |

| Learning outcome |
| --- |
| The learner will: <br> 3   Be able to deliver numeracy learning |
| **Assessment criteria** |
| The learner can: <br><br> 3.1   Deliver sessions to learners, taking account of the following factors: <br><br>      • aims and objectives <br><br>      • resources <br><br>      • differentiation <br><br>      • assessment activities. |

| Learning outcome |
| --- |
| The learner will: <br> 4   Be able to evaluate and improve the delivery of numeracy programmes |
| **Assessment criteria** |
| The learner can: <br><br> 4.1   Carry out an evaluation of essential skills numeracy delivery to include: <br><br>      • learner progress in acquisition of skills |

- own performance
- effectiveness of resources
- effectiveness of assessment activities
- suggestions for improvement

# Unit 304 Delivering Essential Skills (Numeracy)

Supporting information

**Evidence requirements**

**AC2.2** A worksheet for any of these topics would not be acceptable unless it was an integral part of the active learning strategy.

**AC2.3** Strategies from AC 2.2 could be included in the programme. The programme could be that developed in unit 303.

**AC3.1** Observations should establish that plans have been implemented effectively on at least two occasions.

**AC4.1** Evaluation should be of the sessions delivered in AC3.1.

**Guidance**

For learning outcome 3 the observation should establish that the lesson plans have been followed.

For learning outcome 4 it will be acceptable for evidence to consist of evaluation of one or two sessions.

Where feasible, holistic assessment is recommended.

## Unit 305  Assessment of Essential Skills (Literacy)

| | |
|---|---|
| **UAN:** | J/503/4427 |
| **Level:** | Level 3 |
| **Credit value:** | 4 |
| **GLH:** | 20 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS) |
| **Aim:** | The aim of this unit is to enable learners to use diagnostic assessment for literacy effectively through the understanding of essential principles. |

| **Learning outcome** |
|---|
| The learner will: |
| 1    Understand the principles and  methods of the assessment of literacy skills |
| **Assessment criteria** |
| The learner can: |
| 1.1 Explain the purpose of: |
| • initial assessment |
| • diagnostic assessment |
| • formative assessment (assessment for learning) |
| • summative assessment |
| 1.2    Describe different assessment tools and their application |
| 1.3 Explain the reasons why diagnostic assessment should be on-going during the development of literacy learners |

| **Learning outcome** |
|---|
| The learner will: |
| 2    Understand the types of errors that literacy learners can make |
| **Assessment criteria** |
| The learner can: |
| 2.1    Give examples of the types of errors that literacy learners can make |
| 2.2    Explain reasoning that literacy learners may have used when making errors |

| 2.3 Explain how literacy learners' background may influence the strategies they use |
| --- |

| **Learning outcome** |
| --- |
| The learner will: |
| 3  Be able to interpret literacy assessment outcomes |
| **Assessment criteria** |
| The learner can: |
| 3.1   Carry out literacy assessments as appropriate to the needs of learners |
| 3.2   Analyse the outcomes of range of literacy assessments |
| 3.3 Provide constructive feedback on literacy assessments to learners |

| **Learning outcome** |
| --- |
| The learner will: |
| 4  Be able to diagnostically assess literacy strategies used by learners |
| **Assessment criteria** |
| The learner can: |
| 4.1   Interpret the errors made by literacy learners at three different levels |
| 4.2   Analyse the mental and written strategies that learners use that are inefficient |
| 4.3 Make adaptations according to learner needs |

| **Learning outcome** |
| --- |
| The learner will: |
| 5  Be able to review and improve the process of  literacy assessment |
| **Assessment criteria** |
| The learner can: |
| 5.1 Incorporate learners' feedback in review of the assessment process |
| 5.2 Reflect on how future improvements can be made to the assessment process |

# Unit 305    Assessment of Essential Skills (Literacy)

Supporting information

**Evidence requirements**

**AC1.2** Minimum of three different tools, including one initial and one summative tool.

**AC2.1** Minimum of four different types of errors. At least one of each to be in:

- reading
- writing

**AC3.1** Prepare for literacy assessment with three individual learners (diagnostic and/or summative). Assessment could be in the form of observation, expert witness testimony or reflective account.

**AC3.2** Assessment of reading and writing must be included. Assessments may also include speaking and listening

**AC3.3** Evidence of verbal and written feedback must be presented. A summary of verbal evidence could be in the form of a written transcript or recording.

**AC4.1** Errors should include those in reading and writing and may include speaking and listening

**Guidance**

Where feasible, holistic assessment is recommended.

# Unit 306 Planning Essential Skills Learning (Literacy)

| | |
|---|---|
| **UAN:** | L/503/4428 |
| **Level:** | Level 3 |
| **Credit value:** | 4 |
| **GLH:** | 20 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS) |
| **Aim:** | The aim of this unit is to enable practitioners to plan, prepare and negotiate literacy learning with essential skills learners. |

| Learning outcome |
|---|
| The learner will: |
| 1 Understand the principles and methods of planning literacy learning programmes |
| **Assessment criteria** |
| The learner can: |
| 1.1 Explain the principles and elements of learning cycle models in relation to literacy learning |
| 1.2 Describe the elements of an effective literacy learning programme |
| 1.3 Describe how the learning environment can encourage a positive attitude to learning |

| Learning outcome |
|---|
| The learner will: |
| 2 Be able to negotiate literacy learning targets with learners when planning |
| **Assessment criteria** |
| The learner can: |
| 2.1 Negotiate individual learning goals with learners based on initial assessment results |
| 2.2 Agree and record SMART targets to achieve learning goals |
| 2.3 Develop learning plans with individual learners |

| Learning outcome |
|---|
| The learner will: |
| 3    Be able to plan a literacy learning programme for learners |
| **Assessment criteria** |
| The learner can: |
| 3.1    Construct a learning programme linked to agreed learning goals |
| 3.2    Justify own choice of activities, methods and resources |
| 3.3    Signpost opportunities to incorporate other skills |
| 3.4    Plan for the differentiation of literacy learning according to learner needs |

| Learning outcome |
|---|
| The learner will: |
| 4    Be able to prepare literacy learning resources |
| **Assessment criteria** |
| The learner can: |
| 4.1    Prepare literacy learning resources for use within a planned learning programme |
| 4.2    Adapt learning resources to satisfy factors such as additional learning needs and individual targets |

| Learning outcome |
|---|
| The learner will: |
| 5    Understand how to evaluate a literacy learning programme and the need for this to be on-going |
| **Assessment criteria** |
| The learner can: |
| 5.1    Develop criteria with which to evaluate the literacy learning programme |
| 5.2    Explain how to incorporate learner feedback into the review of a literacy learning programme |
| 5.3    Explain the issues that could arise during the implementation of the planned programme which may necessitate its revision |

# Unit 306 Planning Essential Skills Learning (Literacy)

Supporting information

**Evidence requirements**

**AC1.1** Evidence may be presented in diagrammatic form.

**AC2.1** Three Learners with different needs could mean:

- level
- literacy skills
- background.

**AC2.3** Learners could be those used in AC2.1

**AC3.1** Minimum of six sessions

**AC4.1** Resources could be paper-based, electronic, kinaesthetic, etc. At least three resources are required.

**AC4.2** At least two resources to be adapted.

**AC5.1** At least 4 criteria.

**Guidance**

For learning outcome 1 practitioners may provide a short study of a group of essential skills learners.

For learning outcome 2 where feasible, holistic assessment is recommended.

## Unit 307     Delivering Essential Skills (Literacy)

| | |
|---|---|
| **UAN:** | R/503/4429 |
| **Level:** | Level 3 |
| **Credit value:** | 6 |
| **GLH:** | 300 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS) |
| **Aim:** | The aim of this unit is to enable practitioners to plan, deliver and evaluate literacy sessions. |

| **Learning outcome** |
|---|
| The learner will: |
| 1    Understand the principles and methods of delivering literacy learning |
| **Assessment criteria** |
| The learner can: |
| 1.1     Explain methods of engaging learners in literacy learning |
| 1.2     Analyse good practice that reflects the effective use of principles and methods for delivering literacy |
| 1.3     Evaluate specific issues that are relevant to literacy learning |

| **Learning outcome** |
|---|
| The learner will: |
| 2    Be able to plan literacy learning sessions |
| **Assessment criteria** |
| The learner can: |
| 2.1     Establish aims and objectives for the session with reference to assessment outcomes |
| 2.2     Plan learning strategies and resources to match the requirements of learners in terms of: |
|       •reading and writing |
|       •listening and speaking |
| 2.3 Produce a literacy session plan including timings, use of resources, differentiation and the opportunities for the use of other skills |

| Learning outcome |
| --- |
| The learner will: |
| 3     Be able to deliver literacy learning |
| **Assessment criteria** |
| The learner can: |
| 3.1     Establish and maintain an inclusive learning environment |
| 3.2     Implement the planned session |
| 3.3     Communicate effectively with learners |
| 3.4     Show evidence of differentiation |

| Learning outcome |
| --- |
| The learner will: |
| 4     Be able to evaluate and improve the delivery of literacy programmes |
| **Assessment criteria** |
| The learner can: |
| 4.1     Evaluate session planning |
| 4.2     Reflect on the use of strategies and resources taking account of learner feedback |
| 4.3     Evaluate session delivery |
| 4.4     Reflect on own performance |
| 4.5     Adapt plans for changes in future sessions |

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# Unit 307    Delivering Essential Skills (Literacy)

Supporting information

**Evidence requirements**

**AC1.1** Learning to include:

- reading
- writing
- speaking
- listening.

**AC1.3** Learners should include an issue specific to literacy rather than a generic response regarding learning problems

**AC2.2** Specific strategies for each of reading, writing and listening and speaking should be shown. The learners need to be aware of active learning strategies for each of these topics. A worksheet for any of these topics would not be acceptable unless it was an integral part of the active learning strategy.

**ACs 3.1-3.4** Evidence including session plans needs to be produced for at least two sessions. Observations must be by someone with at least a Level 3 qualification related to the delivery of literacy and considerable experience in teaching adult literacy.

**AC4.1** Evaluation could be of sessions delivered 3.1.

**Guidance**

For learning outcome 3 the observation should establish that the lesson plans have been followed.

For learning outcome 4 it will be acceptable for evidence to consist of evaluation of one or two sessions.

Where feasible, holistic assessment is recommended.

# Unit 308 Assessment of Essential Skills (ESOL)

| | |
|---|---|
| **UAN:** | R/503/4558 |
| **Level:** | Level 3 |
| **Credit value:** | 4 |
| **GLH:** | 20 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS) |
| **Aim:** | The aim of this unit is to enable learners to use diagnostic assessment for ESOL effectively through the understanding of essential principles. |

| **Learning outcome** |
|---|
| The learner will: |
| 1 Understand the principles and methods of the assessment of ESOL skills for learning and progression |
| **Assessment criteria** |
| The learner can: |
| 1.1 Describe how assessment tools and procedures need to: |
| • reflect learners' real life language use |
| • take account of the range of learners' linguistic and cultural backgrounds |
| • take account of learners' prior educational experience |
| • take account of any additional learner needs |
| 1.2 Explain the roles of qualified ESOL practitioners in the assessment process |
| 1.3 Describe the elements of an appropriate ESOL assessment environment |
| 1.4 Explain the purpose of: |
| • screening |
| • initial assessment |
| • diagnostic assessment |
| • formative assessment (assessment for learning) |
| • summative assessment |
| 1.5 Compare different ESOL assessment tools and their use |

| Learning outcome |
|---|
| The learner will: |
| 2   Be able to interpret the outcomes of initial and diagnostic assessments for an individual learner/group of learners |
| **Assessment criteria** |
| The learner can: |
| 2.1   Describe a learner's assessed language skills and the factors affecting their learning identified through assessment |
| 2.2   Based on assessment, describe:<br><br>•a learner's language skills<br><br>•factors affecting their learning |
| 2.3   Develop learning objectives based on the assessment process |
| 2.4   Describe some errors made by ESOL learners from different first languages |

| Learning outcome |
|---|
| The learner will: |
| 3   Understand the role of feedback in improving learning |
| **Assessment criteria** |
| The learner can: |
| 3.1   Describe sources of feedback, including:<br><br>•self-assessment,<br><br>•peer assessment<br><br>•practitioner assessment<br><br>•external assessment |
| 3.2   Explain how to use feedback as a tool for improvement |
| 3.3   Compare types of oral and written feedback in ESOL formative assessment including:<br><br>•verbal corrective feedback<br><br>•use of encouragement and praise<br><br>•use of feedback sandwich<br><br>•judgement statements<br><br>•developmental statements<br><br>•marking methods |
| 3.4 Explain the impact of the assessor's own use of language in giving feedback |

| Learning outcome |
| --- |
| The learner will: <br> 4　Be able to review the ESOL assessment process |
| **Assessment criteria** |
| The learner can: <br><br> 4.1　Explain the review process with ESOL learners and its role in developing learning <br><br> 4.2　Describe how learner progress is recorded to support, inform and develop the learner <br><br> 4.3　Conduct a review for an individual learner based on previous and on-going assessment and progression information <br><br> 4.4　Reflect on how the assessment process can be improved |

# Unit 308 Assessment of Essential Skills (ESOL)

Supporting information

**Evidence requirements**

**AC1.5** Minimum of three different tools, including one initial and one summative.

**AC2.1** Cultural, educational and linguistic factors to be included

**AC2.2** The same learner could be as used in AC2.1. Factors should include:

- cultural
- educational
- linguistic.

**AC2.4** Must be at least two different languages

**Guidance**

Where feasible, holistic assessment is recommended.

# Unit 309     Planning Essential Skills (ESOL)

| | |
|---|---|
| **UAN:** | L/503/4431 |
| **Level:** | Level 3 |
| **Credit value:** | 4 |
| **GLH:** | 20 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS) |
| **Aim:** | The aim of this unit is to enable practitioners to plan, prepare and negotiate ESOL learning with essential skills learners. |

| Learning outcome |
|---|
| The learner will: |
| 1    Understand basic aspects of English language structure and usage |
| **Assessment criteria** |
| The learner can: |
| 1.1     Analyse English language for parts of speech and basic rules of syntax |
| 1.2     Explain the meaning and functions of tenses |
| 1.3     Explain basic aspects of word formation |
| 1.4     Explain basic aspects of pronunciation and intonation |

| Learning outcome |
|---|
| The learner will: |
| 2    Understand how ESOL learners learn language |
| **Assessment criteria** |
| The learner can: |
| 2.1     Evaluate some current approaches in language learning and teaching |
| 2.2     Describe some methods of introducing and teaching new language points |
| 2.3     Evaluate individual learner factors influencing ESOL learning and progress |

| Learning outcome |
|---|
| The learner will: |
| 3  Understand the principles and methods of planning ESOL learning programmes |
| **Assessment criteria** |
| The learner can: |
| 3.1    Evaluate elements of an effective ESOL learning programme |
| 3.2    Explain the role of curriculum tools and standards in planning |
| 3.3    Explain how 'citizenship' is integrated into learning programmes |
| 3.4    Explain how the learning environment can encourage a positive attitude to support learning |

| Learning outcome |
|---|
| The learner will: |
| 4  Be able to develop an ESOL learning programme |
| **Assessment criteria** |
| The learner can: |
| 4.1    Plan a learning programme for an individual learner based on assessment information and learner needs |
| 4.2    Prepare a group profile from the results of initial assessments for a group of ESOL learners |
| 4.3    Design a set of ESOL group learning goals developed from initial assessment information and the group profile |
| 4.4    Design strategies, activities and resources to develop language for an individual learner through:<br><br>• speaking and listening skills<br><br>• reading and writing skills |
| 4.5    Develop a short basic scheme of work to meet the ESOL learners' needs, including:<br><br>• appropriate teaching strategies,<br><br>• activities and resources<br><br>• an embedded 'Citizenship' element |

| Learning outcome |
|---|
| The learner will: |
| 5  Be able to prepare ESOL learning resources |
| **Assessment criteria** |
| The learner can: |

| | |
|---|---|
| 5.1 | Prepare learning resources for use within a planned learning programme |
| 5.2 | Demonstrate some differentiation in the choice of learning resources, including recognition of ESOL learner group diversity |
| 5.3 | Adapt learning resources to satisfy factors such as additional learning needs and individual targets |

| **Learning outcome** |
|---|
| The learner will: |
| 6    Understand how to evaluate an ESOL learning programme and the need for this to be on-going |
| **Assessment criteria** |
| The learner can: |
| 6.1    Develop criteria with which to evaluate the learning programme |
| 6.2    Explain how to incorporate feedback from learners and self-evaluation in the review of planning, implementation and learning resources |
| 6.3    Describe issues that could arise during the implementation of the planned programme which may necessitate its revision |
| 6.4    Justify choice of activities, methods and resources to develop English language |

# Unit 309    Planning Essential Skills (ESOL)
## Supporting information

**Evidence requirements**

**AC2.2**  Two different methods must be presented.

**AC4.1** Minimum of six sessions

**AC4.2** Group should comprise of a minimum of three learners

**AC4.3** A minimum of three group learning goals to be established

**AC5.1** Resources could be paper-based, electronic, kinaesthetic, etc. At least three resources are required.

**AC5.3** At least two resources are required.

**Guidance**

For learning outcome 1 practitioners may provide a short study of a group of essential skills learners.

For learning outcome 2 where feasible, holistic assessment is recommended.

# Unit 310   Delivering Essential Skills (ESOL)

| | |
|---|---|
| **UAN:** | K/503/4436 |
| **Level:** | Level 3 |
| **Credit value:** | 6 |
| **GLH:** | 30 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS) |
| **Aim:** | The aim of this unit is to enable practitioners to plan, deliver and evaluate ESOL sessions. |

| **Learning outcome** |
|---|
| The learner will: |
| 1    Understand some of the basic principles and methods of facilitating ESOL learning |
| **Assessment criteria** |
| The learner can: |
| 1.1    Explain methods of engaging ESOL learners and how this relates to effective language learning |
| 1.2    Describe some current methods and techniques for introducing and developing new language points |
| 1.3    Analyse some aspects of good practice in ESOL delivery and learning |

| **Learning outcome** |
|---|
| The learner will: |
| 2    Be able to produce ESOL session plans |
| **Assessment criteria** |
| The learner can: |
| 2.1    Establish aims and objectives for an ESOL learning session with reference to assessment information and individual or group profiles |
| 2.2    Plan an ESOL session including language learning strategies, activities and resources to match the requirements of the learner(s) |
| 2.3    Produce an ESOL session plan including: |
| • language learning objectives |

| |
|---|
| • timings |
| • use of resources |
| • interaction models (where group), differentiation |
| • 'citizenship' (where appropriate) |
| 2.4    Prepare resources to support the planned ESOL session |

| Learning outcome |
|---|
| The learner will: |
| 3    Be able to deliver an ESOL learning session |
| **Assessment criteria** |
| The learner can: |
| 3.1    Deliver the planned session, including the delivery of a range of language learning strategies and activities |
| 3.2    Motivate ESOL learner(s) throughout the session |
| 3.3    Communicate at appropriate language level(s) with learner(s), including with those with low level ESOL language skills |
| 3.4    Establish and maintain an inclusive learning environment which reflects respect and value for culture and background |
| 3.5    Demonstrate recognition of the range of ESOL differentiation needs in delivery |

| Learning outcome |
|---|
| The learner will: |
| 4    Be able to evaluate an ESOL learning session |
| **Assessment criteria** |
| The learner can: |
| 4.1    Evaluate delivered learning session against language learning objectives |
| 4.2    Explain how changes could be made to the session for improvement, following evaluation and reflection |

# Unit 310  Delivering Essential Skills (ESOL)
## Supporting information

**Evidence requirements**

**AC1.2** At least three different methods must be presented and these must be to learners at a minimum of two different levels

**AC3.1-3.5** Evidence including session plans needs to be produced for at least two sessions. Observations must be by someone with at least a Level 3 qualification related to the delivery of ESOL and extensive experience in delivering ESOL

**AC4.1** Evaluation could be of sessions delivered in 3.1.

**Guidance**

For learning outcome 3 the observation should establish that the lesson plans has been followed.

For learning outcome 4 it will be acceptable for evidence to consist of evaluation of one or two sessions.

Where feasible, holistic assessment is recommended.

## Unit 311    Adults and Young People as Digital Literacy Learners

| | |
|---|---|
| **UAN:** | Y/506/9912 |
| **Level:** | Level 3 |
| **Credit value:** | 4 |
| **GLH:** | 20 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and ColegauCymru. |
| **Aim:** | The aim of this unit is to ensure practitioners understand the needs of digital literacy learners. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. Understand the importance of digital literacy to adults and young people. |
| **Assessment criteria** |
| The learner can: |
| 1.1 Define the nature and scope of digital literacy. |
| 1.2 Explain the role of digital literacy in the lives of adults and young people in society. |
| 1.3 Describe the impact of not being digitally literate on adults and young people. |

| **Learning outcome** |
|---|
| The learner will: |
| 2. Understand why some adults and young people may not have developed digital literacy skills and how potential barriers can be addressed. |
| **Assessment criteria** |
| The learner can: |
| 2.1 Describe a range of personal, social and economic reasons why some adults and young people may not have fully developed digital literacy skills. |
| 2.2 Analyse different factors that motivate adults and young people to want to gain digital literacy skills. |

2.3 Summarise the barriers to digital literacy that some adults and young people may experience.

2.4 Suggest ways to overcome the barriers in 2.3.

| Learning outcome |
| --- |
| The learner will: |
| 3. Understand factors that may assist digital literacy learning. |
| **Assessment criteria** |
| The learner can: |
| 3.1 Analyse the characteristics of effective digital literacy learning delivery. |
| 3.2 Explain the importance of communication, relationship building and emotional intelligence when working with adults and young people undertaking digital literacy learning. |

| Learning outcome |
| --- |
| The learner will: |
| 4. Understand the role of diversity and inclusion in digital literacy learning. |
| **Assessment criteria** |
| The learner can: |
| 4.1 Explain what is meant by 'diversity and inclusion' in the context of digital literacy. |
| 4.2 Explain the effect that tutor values and attitudes may have in relation to diversity and inclusion. |
| 4.3 Describe different strategies to ensure diversity and inclusion in digital literacy learning programmes. |

## Unit 311     Adults and Young People as Digital Literacy Learners

Supporting information

**Evidence requirements**

**AC1.3** Candidates must provide descriptions of a minimum of five impacts which include both personal and global.

**AC 2.1** Candidates must describe a minimum of five reasons at least one of each - personal, social and economic.

**AC2.2** Candidates must analyse a minimum of three factors.

**AC2.3** Candidates must summarise a minimum of three barriers.

**AC3.1** Candidates must analyse a minimum of three characteristics.

**AC4.3** Candidates must describe a minimum of five strategies.

**Guidance**

Careful planning is recommended as a basis for concise evidence. A centre devised assignment or case study may be an appropriate method of assessing the criteria for outcomes 1-4.

# Unit 312    Delivering Digital Literacy

| | |
|---|---|
| **UAN:** | T/506/9917 |
| **Level:** | Level 3 |
| **Credit value:** | 4 |
| **GLH:** | 15 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and ColegauCymru. |
| **Aim:** | The aim of this unit is to develop knowledge and skills for effective delivery of digital literacy. |

| **Learning outcome** |
|---|
| The learner will: |
|    1.  Understand the extent of digital literacy. |
| **Assessment criteria** |
| The learner can: |
|    1.1 Summarise the components of digital literacy. |
|    1.2 Explain the purpose of digital literacy. |

| **Learning outcome** |
|---|
| The learner will: |
|    2.  Understand how to develop the digital literacy skills and knowledge of learners. |
| **Assessment criteria** |
| The learner can: |
|    2.1 Explain activities that develop digital literacy skills and knowledge. |

| **Learning outcome** |
|---|

| The learner will: |
|---|
| 3. Be able to deliver digital literacy sessions. |
| **Assessment criteria** |
| The learner can: |
| 3.1 Plan digital literacy sessions. |
| 3.2 Deliver digital literacy sessions. |

| **Learning outcome** |
|---|
| The learner will: |
| 4. Be able to reflect on own practice in delivery of digital literacy sessions. |
| **Assessment criteria** |
| The learner can: |
| 4.1 Reflect on own knowledge of digital literacy. |
| 4.2 Evaluate own delivery of digital literacy sessions to digital literacy learners. |
| 4.3 Develop a personal action plan in order to improve own practice. |

# Unit 312　　　　Delivering Digital Literacy

## Supporting information

**Evidence requirements**

**AC2.1** A minimum of six activities should be explained.

**AC3.1** A minimum of six digital literacy sessions should be planned.

**AC.3.2** A minimum of two of the delivered sessions should be observed by someone with the appropriate experience to assess in this area.

**Guidance**

Careful planning is recommended as a basis for concise evidence. A centre devised assignment or case study may be an appropriate method of assessing the criteria for outcomes 1-4.

| | |
|---|---|
| **Unit 313** | **Using Learning Technologies, Tools and Techniques in Delivering Digital Literacy Learning** |

| | |
|---|---|
| **UAN:** | Y/506/9974 |
| **Level:** | Level 3 |
| **Credit value:** | 3 |
| **GLH:** | 15 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and ColegauCymru. |
| **Aim:** | The aim of this unit is to enable practitioners to use technologies, tools and techniques to aid digital literacy learning. |

| **Learning outcome** |
|---|
| The learner will: |
| 1.  Understand the application of learning technologies, tools and techniques to support digital literacy learning. |
| **Assessment criteria** |
| The learner can: |
| 1.1 Describe a range of learning technologies, tools and techniques. |
| 1.2 Explain how learning technologies, tools and techniques might be used to support digital literacy learner needs and preferences. |
| 1.3  Analyse the advantages and disadvantages of using learning technologies, tools and techniques. |

| **Learning outcome** |
|---|
| The learner will: |
| 2.  Understand how to embed learning technologies, tools and techniques in the digital literacy learning environment. |
| **Assessment criteria** |
| The learner can: |
| 2.1 Explain the barriers or challenges to embedding learning technologies, tools and techniques. |

2.2 Explain how to embed learning technologies, tools and techniques.

2.3 Analyse which learning technologies, tools and techniques might be used to meet the specified needs or preferences of digital literacy learners.

| Learning outcome |
| --- |
| The learner will:<br>3. Be able to support digital literacy learning with the use of learning technologies, tools and techniques. |
| **Assessment criteria** |
| The learner can:<br><br>3.1 Create a plan that includes the embedding of learning technologies, tools and techniques in a learning session.<br><br>3.2 Deliver a learning session using embedded learning technology, tools and techniques.<br><br>3.3 Reflect and evaluate the embedding of the learning technology, tools and techniques used in the learning session. |

| Learning outcome |
| --- |
| The learner will:<br>4. Be able to evaluate and develop the use of learning technologies, tools and techniques. |
| **Assessment criteria** |
| The learner can:<br><br>4.1 Evaluate the effectiveness of learning technologies, tools and techniques.<br><br>4.2 Explain how the practitioner keeps up-to-date with emerging learning technologies, tools and techniques. |

# Unit 313     Using Learning Technologies, Tools and Techniques in Delivering Digital Literacy Learning

## Supporting information

### Evidence requirements

Technologies could include hardware e.g.: mobile devices such as smartphones and tablets, screen magnifiers, speciality keyboards and mice, trackballs, joysticks, video and voice recorders.

Tools could include social media and other software or apps

Techniques could include methods for adapting and creating resources but may also include familiarising learners with the built in features in the technologies and tools that they use

**LO1** A min of five technologies, tools and techniques – at least one of each

**1.3** A min of two advantages and two disadvantages for each of the technologies, tools and techniques considered in 1.1

**2.1** A min of three barriers or challenges

**2.2** A min of 2 technologies, tools or techniques

**2.3** At least two learners

**3.3** If the unit is being completed in conjunction with Delivering Digital Literacy, evidence for this criteria may be included within the digital reflective practice record

### Guidance

Careful planning is recommended as a basis for concise evidence. A centre devised assignment or case study may be an appropriate method of assessing the criteria for outcomes 1-4.

| Unit 314 | Managing the Digital Literacy Learning Environment |
|----------|------------------------------------------------------|

| **UAN:** | T/506/9920 |
|----------|------------|
| **Level:** | Level 3 |
| **Credit value:** | 2 |
| **GLH:** | 10 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and ColegauCymru. |
| **Aim:** | The aim of this unit is to enable practitioners to manage the digital learning environment. |

| **Learning outcome** |
|----------------------|
| The learner will: |
| 1. Understand the range of environments in which digital literacy learning may occur. |
| **Assessment criteria** |
| The learner can: |
| 1.1 Explain a range of environments in which digital literacy learning may take place. |
| 1.2 Analyse the characteristics of individual environments in which digital literacy learning may take place. |
| 1.3 Analyse different methods of communication that can be used with digital literacy learners. |

| **Learning outcome** |
|----------------------|
| The learner will: |
| 2. Be able to create an engaging environment for digital literacy learning. |
| **Assessment criteria** |
| The learner can: |
| 2.1 Create an environment that engages digital literacy learners. |

2.2 Use strategies for promoting conduct that contribute to an engaging digital literacy learning environment.

2.3 Use techniques for managing inappropriate conduct in the digital literacy learning environment.

| Learning outcome |
| --- |
| The learner will: |
| 3. Be able to communicate with digital literacy learners. |
| **Assessment criteria** |
| The learner can: |

3.1 Plan communication with digital literacy learners.

3.2 Communicate with digital literacy learners in ways that meet their needs and preferences.

3.3 Review communication strategies used with digital literacy learners and identify ways to improve.

# Unit 314  Managing the Digital Literacy Learning Environment

## Supporting information

**Evidence requirements**

**AC 1.1** Candidates to explain a minimum of three environments.

**AC 1.2** Candidates to analyse a minimum of six characteristics – two from each of the environments in AC1.1

**AC 1.3** Candidates to analyse a minimum of three different methods of communication

**AC2.1** This should include ensuring the learning is inclusive

**AC2.2** Candidates to use a minimum of three strategies

**AC2.3** Candidates to use a minimum of three techniques

**AC 3.1 & 3.2** Needs to include communication:

- Inside the learning environment
- Outside the learning environment

**Guidance**

Careful planning is recommended as a basis for concise evidence. A centre devised assignment or case study may be an appropriate method of assessing the criteria for outcomes 1-3.

# Unit 315    Assessment of Digital Literacy Skills

| | |
|---|---|
| **UAN:** | F/506/9984 |
| **Level:** | Level 3 |
| **Credit value:** | 3 |
| **GLH:** | 10 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and ColegauCymru. |
| **Aim:** | The aim of this unit is to enable practitioners to assess digital literacy skills. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. Understand the principles and methods of the assessment of digital literacy skills. |
| **Assessment criteria** |
| The learner can: |
| 1.1 Explain the purpose of the assessment of digital literacy. |
| 1.2 Describe different digital literacy assessment tools and methods and their application. |
| 1.3 Explain the reasons why assessments should be on-going during the development of digital literacy skills for learners. |
| 1.4 Describe the elements of a digital literacy assessment environment. |
| 1.5 Explain adaptations made to the diagnostic assessment process to meet the needs of digital literacy learners. |

| **Learning outcome** |
|---|
| The learner will: |
| 2. Be able to assess digital literacy learners. |
| **Assessment criteria** |

The learner can:

2.1 Plan digital literacy assessment.

2.2 Prepare digital literacy learners for assessment.

2.3 Interpret the mistakes made by digital literacy learners at different levels.

2.4 Analyse the process and procedures that digital literacy learners use.

2.5 Feedback outcome of assessment to digital literacy learners.

| Learning outcome |
| --- |
| The learner will: |
| 3. Be able to review and improve the use of digital literacy assessment. |
| **Assessment criteria** |
| The learner can: |

3.1 Review the assessment process.

3.2 Review how the assessment process measures digital literacy learner progress.

3.3 Reflect on how assessment improvements can be made.

3.4 Incorporate feedback into future assessment process.

# Unit 315  Assessment of Digital Literacy Skills

## Supporting information

### Evidence requirements

In this unit at least one assessment and feedback tool in the candidate's work must be in a digital format

In this unit the term assessment includes all of the following:

- Initial
- Diagnostic
- Formative
- Summative.

**AC1.3** Candidates to explain a minimum of three reasons

**AC1.4** Candidate work must include descriptions of all of the following elements:

- Positive
- Planned
- Collaborative
- Engaging
- Accessible.

**AC 1.5** Candidates work to include adaptations in response to all of the following:

- Disabilities
- Literacy needs
- Learners' cultural background.

LO2 Candidates will need to evidence work with a minimum of two learners at different levels.

### Guidance

Careful planning is recommended as a basis for concise evidence. A centre devised assignment or case study may be an appropriate method of assessing the criteria for outcomes 1-3.

## Unit 316    Reflective Practice in Digital Literacy Delivery

| | |
|---|---|
| **UAN:** | L/506/9969 |
| **Level:** | Level 3 |
| **Credit value:** | 2 |
| **GLH:** | 10 |
| **Relationship to NOS:** | |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is supported by The Welsh Assembly Government and ColegauCymru. |
| **Aim:** | The aim of this unit is to enable deliverers of Digital Literacy to become reflective practitioners. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. Understand the role of reflective practice when delivering digital literacy learning. |
| **Assessment criteria** |
| The learner can: |
| 1.1 Explain the purpose and benefits of reflective practice in delivering digital literacy learning. |
| 1.2 Explain the barriers or challenges to using reflective practice in delivering digital literacy learning. |
| 1.3 Identify models and methods of reflective practice. |
| 1.4 Justify the selection of a model of reflective practice for use when delivering digital literacy learning. |
| 1.5 Describe the components of a digital reflective practice record. |

| **Learning outcome** |
|---|
| The learner will: |
| 2. Be able to observe and reflect on the delivery of digital literacy by an experienced practitioner. |

| **Assessment criteria** |
|---|
| The learner can: |
|     2.1  Develop criteria to evaluate digital literacy delivery. |
|     2.2 Create a digital observation record for use when observing an experienced practitioner. |
|     2.3 Carry out an observation of a digital literacy practitioner. |
|     2.4 Reflect on the delivery session using the digital observation record. |

| **Learning outcome** |
|---|
| The learner will: |
| 3. Be able to reflect on own practice. |
| **Assessment criteria** |
| The learner can: |
|     3.1  Create a digital reflective practice record. |
|     3.2 Evaluate own delivery of digital literacy learning. |
|     3.3 Reflect on feedback from others. |
|     3.4 Explain improvements from reflective practice that could be used when delivering future digital literacy sessions. |
|     3.5 Develop a personal action plan. |

# Unit 316    Reflective Practice in Digital Literacy Delivery

Supporting information

**Evidence requirements**

**AC 1.1** Candidates must explain a minimum of three benefits.

**AC1.2** Candidates must explain a minimum of three barriers or challenges.

**AC1.3** A minimum of two models and two methods.

**AC1.5** Candidates must describe a minimum of four components.

**AC2.1** Candidates must develop a minimum of four criteria.

**AC 3.1** Candidates' digital reflective practice record could be in the format of a:

- diary
- journal
- blog
- CPD log.

**AC3.3** Feedback from a minimum of two learners and one practitioner.

**AC3.4** Candidates must explain a minimum of two improvements.

**Guidance**

Careful planning is recommended as a basis for concise evidence. A centre devised assignment or case study may be an appropriate method of assessing the criteria for outcomes 1-3.

# Appendix 1  Relationships to other qualifications

**Links to other qualifications**

This qualification has connections to the qualifications listed below and suggests areas of commonality between the qualifications. It does not imply that learners completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

This qualification has connections to the:
Preparing to Teach in the Lifelong Learning Sector (PTLLS)
Certificate in Preparing to Teach in the Lifelong Learning Sector (CTLLS)
Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

**Literacy, language, numeracy and digital literacy skills development**

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

# Appendix 2    Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**: how to register and certificate learners on line

- **Events**: dates and information on the latest Centre events

# Appendix 3    Work placement assessment report form

**(If this form is used then learners do not need to use the Tutor/Assessor observation form)**

| | | | |
|---|---|---|---|
| **Learner Name:** | | **Assessor / Tutor Name:** | |
| **Centre Name:** | | **Date :** | |
| **Learner Registration No (City and Guilds):** | | | |

| **Specify Subject:** | **Tick appropriate box:** | **Core Curriculum Levels:** | |
|---|---|---|---|
| **Literacy** | ☐ | | |
| **Numeracy** | ☐ | | |
| **ESOL** | ☐ | | |
| **Digital Literacy** | ☐ | | |

**Group profile:**

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**Observation remarks**

1) Planning in relation to needs and outcomes.




2)  Resources: selection, development and use.




3) Learner skills development: evidence of application of subject knowledge.




4) Deliverer's speaking and listening for adults

**Group profile:**

5) Teaching styles: individual, whole group, small group.

6) Assessment: methods used, quality of feedback.

7) Learning environment.

8) Evidence of Inclusive learning for adults.

9) Personal qualities and professionalism.

10) Summary comments and development targets

**Learner's signature:**………………………………………….

**Assessor's signature:**………………………………………….

**Internal Quality Assurer's signature:**………………………………………….
(if sampled)

# Appendix 4    Tutor/Assessor observation form

This is a 3 page pro-forma

| **Name of Learner:** | | **Date:** | |
|---|---|---|---|
| **Aim of session (as on session plan)** | | **Length of session** | |
| **A total minimum of 30 minutes teaching practice must be observed** | | **Length of observation** | |

## Preparation

| Did the learner | Y/N | Comments |
|---|---|---|
| check the environment and resources beforehand? | | |
| take into account any health and safety issues? | | |
| ensure there were enough resources for all learners? | | |
| have a session plan to show: aim/objectives/learning outcomes? | | |

## Delivery

| Did the learner | Y/N | Comments |
|---|---|---|
| deliver an introduction, main content and conclusion? | | |
| establish and maintain a rapport with the individual/group? | | |
| demonstrate knowledge of the subject? | | |
| take into account different learning styles, eg VARK? | | |
| use a range of activities as appropriate? | | |
| use relevant resources as appropriate? | | |
| communicate clearly and effectively? | | |
| appear confident and professional? | | |
| take into account entitlement, equality, differentiation, inclusivity and diversity? | | |

**Monitoring**

| Did the learner | Y/N | Comments |
|---|---|---|
| ask questions and involve the individual/group where appropriate? | | |
| give positive feedback where relevant? | | |
| summarise the session? | | |
| achieve their aim/objective/learning outcomes? | | |
| clear the area afterwards? | | |
| identify opportunities for learners to provide feedback? | | |
| evaluate their session? | | |

**Give examples of how learning took place:**

**Overall feedback:**

**Observer signature:**          **Name:**          **Date:**

City & Guilds
**Believe you can**

www.cityandguilds.com

## Useful contacts

| | |
|---|---|
| **UK learners**<br>**General qualification information** | **T: +44 (0)844 543 0033**<br>**E: learnersupport@cityandguilds.com** |
| **International learners**<br>General qualification information | T: +44 (0)844 543 0033<br>F: +44 (0)20 7294 2413<br>E: **intcg@cityandguilds.com** |
| **Centres**<br>Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **centresupport@cityandguilds.com** |
| **Single subject qualifications**<br>Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>F: +44 (0)20 7294 2404 (BB forms)<br>E: **singlesubjects@cityandguilds.com** |
| **International awards**<br>Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **intops@cityandguilds.com** |
| **Walled Garden**<br>Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **walledgarden@cityandguilds.com** |
| **Employer**<br>Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993<br>E: **business@cityandguilds.com** |
| **Publications**<br>Logbooks, Centre documents, Forms, Free literature | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413 |

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