

# Level 3 Awards in English for Literacy and Language Teaching and Mathematics for Numeracy Teaching (6255)

February 2018 Version 1.1



## Qualification at a glance

<b>Subject area</b>	<b>Level 3 Award in English for Literacy and Language Teaching</b> <b>Level 3 Award in Mathematics for Numeracy Teaching</b>
<b>City &amp; Guilds number</b>	6255
<b>Age group approved</b>	16+
<b>Assessment</b>	Portfolio of evidence. Externally set and internally marked assessments will be available for some units, which may be used but are not mandatory
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Assessment pack Candidate logbook Assessments
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Award in English for Literacy and Language Teaching	60	120	6255-01	600/5953/9
Level 3 Award in Mathematics for Numeracy Teaching	60	120	6255-02	600/5954/0

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 February 2018	Added TQT and GLH details	<b>Qualification at a Glance, Structure</b>
	Deleted QCF	<b>Appendix</b>



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# 1 Introduction

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

<b>Area</b>	<b>Description</b>
Who are the qualifications for?	<p>For learners who wish to progress to subject specific literacy, numeracy and ESOL teacher education programmes.</p> <p>These qualifications have been developed in response to sector demand for a specific qualification to be developed. They are of particular value for those providers who offer 'bridging' programmes to support prospective trainees to develop the skills they need.</p> <p>This qualification has been developed to provide a qualification outcome for those needing to undertake some skills development to meet the entry requirement for joining subject specific teaching qualifications in literacy and ESOL.</p>
What do the qualifications cover?	<p>These qualifications allow learners to learn, develop and practise their personal skills in English or Maths required for entry to specialist teaching qualifications.</p>
Are the qualifications part of a framework or initiative?	<p>The qualifications were developed to cover the criteria for entry to mathematics (numeracy) and English (literacy and ESOL) teacher training in the lifelong learning sector.</p>
Who did we develop the qualification with?	<p>The entry criteria were originally developed by The Learning and Skills Improvement Service (LSIS) in 2007. They were revised in 2010.</p>

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What opportunities for progression are there?

The qualifications allow learners to progress to the following City & Guilds qualifications:

- Level 5 Diploma in Teaching English: Literacy (6305-20 or 7305)
- Level 5 Diploma in Teaching English: ESOL (6305 -21 or 7305)
- Level 5 Diploma in Teaching English: Literacy and ESOL (6305-22 or 7305)
- Level 5 Diploma in Teaching Mathematics: Numeracy (6305-23 or 7305)
- Level 5 Diploma in English: Literacy (6305-30 or 7305)
- Level 5 Diploma in English: ESOL (6305-31 or 7305)
- Level 5 Diploma in Mathematics: Numeracy (6305-32 or 7305).

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What are the entry requirements?

### **English Entry Criteria**

Potential learners must be able to:

- apply English language **content knowledge and skills** to complex and non-routine contexts.
- transfer their English language **content knowledge and skills** from familiar contexts to new situations that may require the adaptation and extension of these skills in order to attempt the task
- demonstrate that they are able to approach language situations that are well defined, but complex
- make appropriate choices, independently, concerning the most effective communication methods and language skills to be used in any given situation
- exercise autonomy and judgement in completing tasks and procedures
- reflect on and evaluate language use in a range of situations.

### **Mathematics Entry Criteria**

Potential learners must be able to:

- demonstrate the ability to use the functional processes of mathematics whilst engaging with
- contexts that require extended mathematical problem solving to be resolved.

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- think in extended logic chains involving multiple steps. This should occur both within processing and analysis elements and holistically across all elements of the functional process.
  - demonstrate **good understanding** when working in **familiar situations**; this will enable demonstration of secure processing skills (the ability to use and apply mathematics in a context) and is often governed, amongst other things, by the degree of familiarity.
  - demonstrate **development of understanding** by investigation in **unfamiliar situations**; this will support demonstration of mathematical transferability and development of mathematical conceptualisation).

## Structure

<b>Level 3 Award in English for Literacy and Language Teaching</b>			
Learners must achieve <b>12 credits</b> from the following mandatory units (60 GLH)			
<b>Unit No.</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Guided Learning Hours (GLH)</b>
<b>Mandatory</b>			
301	Analysing English language for literacy and language teaching	3	15
302	Reading skills for literacy and language teaching	3	15
303	Speaking and listening skills for literacy and language teaching	3	15
304	Writing skills for literacy and language teaching	3	15

<b>Level 3 Award in Mathematics for Numeracy Teaching</b>			
Learners must achieve <b>at least 12 credits</b> from two of the following optional units (60 GLH).			
<b>Unit No.</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Guided Learning Hours (GLH)</b>
<b>Optional</b>			
305	Using mathematics: academic subjects	6	30
306	Using mathematics: personal and public life	6	30
307	Using mathematics: professional and vocational contexts	6	30

## 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.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 3 Award in English for Literacy and Language Teaching	60	120
Level 3 Award in Mathematics for Numeracy Teaching	60	120





## 2 Centre requirements

### Approval

If your Centre is approved to offer any of the 7305 subject specialist diplomas in English or the qualifications listed below:

- Level 5 Diploma in Teaching English: Literacy (6305-20)
- Level 5 Diploma in Teaching English: ESOL (6305 -21)
- Level 5 Diploma in Teaching English: Literacy and ESOL (6305-22)
- Level 5 Diploma in English: Literacy (6305-30)
- Level 5 Diploma in English: ESOL (6305-31)
- Level 3 Certificate in the Delivery of Basic Skills to Adults (9375-01)
- Level 3 Award in Preparing to Support Learning (7320-02)
- Level 3 Certificate in Learning Support (7320-03)

you will receive automatic approval for the **Level 3 Award in English for Literacy and Language Teaching**.

If your Centre is approved to offer any of the 7305 subject specialist diplomas in Mathematics or the qualifications listed below:

- Level 5 Diploma in Teaching Mathematics: Numeracy (6305-23)
- Level 5 Diploma in Mathematics: Numeracy (6305-32)
- Level 3 Certificate in the Delivery of Basic Skills to Adults (9375-01)
- Level 3 Award in Preparing to Support Learning (7320-02)
- Level 3 Certificate in Learning Support (7320-03)

you will receive automatic approval for **Level 3 Award in Mathematics for Numeracy Teaching**.

Centres not offering any of the qualifications listed above should complete the full Qualification Approval Process (QAP).

### Centres NOT already offering City & Guilds qualifications

New centres will need to gain both centre and qualification approval to offer these qualifications. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

## Centre staffing

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

- be able to exhibit the attributes equivalent to QTLS status and hold a recognised level 4 or level 5 generic or specialist teaching qualification. For example; 7407 Certificate in Further Education Teaching stage 3, Level 4 NVQ in Training and Development, Level 4 NVQ Learning and Development, 7305 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector (120 credits), 7305 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector (120 credits) or the generic 7305 Diploma in Teaching in the Lifelong Learning Sector (120 credits), or Certificate in Education (Cert Ed), or Post-graduate Certificate in Education (PGCE)
- hold a recognised qualification for teaching in the specialist area for example 7305 Diploma (as above) or 7305 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector (45 credits), 7305 Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector (45 credits)
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

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

## Assessors and internal verifiers/internal quality assurers

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

## Continuing professional development (CPD)

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

## Candidate entry requirements

Learners should already hold a level 2 qualification in the relevant specialism in order to complete the qualification satisfactorily.

Learners without evidence of formal qualifications must demonstrate adequate prior knowledge and experience to ensure they have the potential to gain the qualifications.

There is no requirement for a teaching placement.

## Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for under 16s.



## 3 Delivering the qualification

### Initial assessment and induction

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

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

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

### Support materials

The following resources are available for these qualifications:

Description	How to access
Exemplar assignments	In Assessment Pack, to be found on the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Model answers/grading criteria for exemplar assignments	In the Answer Pack to be found on the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### 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/eportfolios](http://www.cityandguilds.com/eportfolios).



## 4 Assessment

### Assessment of the qualification

Learners must have completed a portfolio of evidence that covers all assessment criteria for each unit claimed. This can be done in an holistic way.

City & Guilds have produced some exemplar assignments to used with this qualification. These are internally marked by centres.

The assessments are optional. Centres may use either portfolio or externally produced assessments, or a combination of the two.

<b>Level 3 Award in English for Literacy and Language Teaching</b>		
<b>Unit Number</b>	<b>Unit Title</b>	<b>Assessment method</b>
301	Analysing English language for literacy and language teaching (Level 3) (3)	Assignment or Portfolio
302	Reading skills for literacy and language teaching (Level 3) (3)	Assignment or Portfolio
303	Speaking and listening skills for literacy and language teaching (Level 3) (3)	Portfolio
304	Writing skills for literacy and language teaching (Level 3) (3)	Assignment or Portfolio

**Level 3 Award in Mathematics for Numeracy Teaching**

<b>Unit Number</b>	<b>Unit Title</b>	<b>Assessment method</b>
305	Using mathematics: academic subjects (Level 3) (6)	Assignment or Portfolio
306	Using mathematics: personal and public life (Level 3) (6)	Assignment or Portfolio
307	Using mathematics: professional and vocational contexts (Level 3) (6)	Assignment or Portfolio



## 5 Units

### **Availability of units**

All the units are in this Handbook.

### **Structure of units**

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Summary of units

<b>Unit Number</b>	<b>Unit Title</b>	<b>Credits</b>	<b>Unit number</b>
301	Analysing English language for literacy and language teaching	3	J/503/4850
302	Reading skills for literacy and language teaching	3	R/503/4852
303	Speaking and listening skills for literacy and language teaching	3	D/503/4854
304	Writing skills for literacy and language teaching	3	K/503/4856
305	Using mathematics: academic subjects	6	T/503/4861
306	Using mathematics: personal and public life	6	F/503/4863
307	Using mathematics: professional and vocational contexts	6	A/503/4859

## Unit 301

# Analysing English language for literacy and language teaching

<b>UAN:</b>	<b>J/503/4850</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit has links to LSIS': <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> <i>National Occupational Standards for Learning and Development (2010)</i>
<b>Aim:</b>	The unit aims to provide learners with the knowledge and skills relating to Element 'Explicit awareness about language' in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector.  Learners will explore the relationship between forms of language and meaning and the structural features of language.

<b>Learning outcome</b>
The learner will: 1. Understand the relationship between forms of language and meaning
<b>Assessment criteria</b>
The learner can: 1.1 analyse key aspects of meaning of words 1.2 analyse the relationship between grammatical form and meaning.



**Learning outcome**

The learner will:

2. Understand structural features of language

**Assessment criteria**

The learner can:

- 2.1 analyse key features of word formation
- 2.2 categorise words according to their classes
- 2.3 categorise verbs according to their forms
- 2.4 analyse phonological aspects of language including phonemes and stress patterns.

# **Unit 301                   Analysing English language for literacy and language teaching**

## Supporting information

### **Evidence requirements**

Learners may complete either a portfolio of evidence or the City & Guilds assessment for this unit.

### **Guidance**

Teaching and learning strategies could include:

- collaborative learning
- reciprocal teaching
- whole class teaching
- small group and pair work
- case studies
- workshop activities
- reading and research activities
- ICT based learning/e-learning.

### **Learning Outcome 1**

This includes both the way words are constructed and different word endings (inflections) as well as using extra words (such as an auxiliary verb) or by varying the order of words in a sentence.

### **Learning Outcome 2**

Learners should be familiar with the terminology used and be able to analyse a text at word level.

## Unit 302

## Reading skills for literacy and language teaching

<b>UAN:</b>	<b>R/503/4852</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit has links to LSIS': <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)</i> <i>National Occupational Standards for Learning and Development (2010)</i>
<b>Aim:</b>	The unit aims to provide learners with the knowledge and skills relating to Element ('Read and respond to written text') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector.  Learners will read and respond to written texts.

<b>Learning outcome</b>
The learner will: 1. Be able to read written texts
<b>Assessment criteria</b>
The learner can: 1.1 select written texts for specific purposes 1.2 use reading skills for specific purposes 1.3 evaluate linguistic devices in texts.

<b>Learning outcome</b>
The learner will: 2. Be able to respond to written texts
<b>Assessment criteria</b>
The learner can: 2.1 utilise results of own reading for specific purpose 2.2 produce coherent records of own interpretations of texts.

# **Unit 302**            **Reading skills for literacy and language teaching**

## Supporting information

### **Evidence requirements**

Learners may complete either a portfolio of evidence or the City & Guilds assessment for this unit.

Holistic assessment should be used where possible and some evidence from Unit 302 may be utilised in Unit 303 or 304.

### **Guidance**

Teaching and learning strategies could include:

- collaborative learning
- reciprocal teaching
- whole class teaching
- small group and pair work
- presentations
- case studies
- workshop activities
- reading and research activities
- ICT based learning/e-learning.

### **Learning Outcome 1**

Learners should be able to select material from a variety of text types for different purposes and be familiar with reading techniques such as skimming and scanning.

### **Learning Outcome 2**

Learners should explore a variety of ways of note taking and recording.

## Unit 303

## Speaking and listening skills for literacy and language teaching

<b>UAN:</b>	<b>D/503/4854</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit has links to LSIS': <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007.)</i> <i>National Occupational Standards for Learning and Development (2010)</i>
<b>Aim:</b>	The unit aims to provide learners with the knowledge and skills relating to Element 'Present, listen and respond to information' in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector. Learners will present, listen and respond to information.

<b>Learning outcome</b>
The learner will: 1. Be able to present information
<b>Assessment criteria</b>
The learner can: 1.1 select linguistic strategies and techniques to enable cohesion in own expression of information 1.2 express information clearly and coherently.

<b>Learning outcome</b>
The learner will: 2. Be able to listen and respond to non verbal and verbal information
<b>Assessment criteria</b>
The learner can: 2.1 identify types of non verbal communication 2.2 use and respond to non verbal communication to indicate engagement and interest 2.3 listen critically to verbal information 2.4 indicate understanding of verbal information 2.5 identify speakers' intentions 2.6 respond to verbal information according to its nature and content.

# **Unit 303      Speaking and listening skills for literacy and language teaching**

## Supporting information

### **Evidence requirements**

A portfolio of evidence is required for Unit 303 and all assessment criteria must be evidenced.

### **Learning Outcome 1**

Learners could deliver a short presentation (5-10 minutes) on a subject of their own choice. This could be related to their subject specialism and may be evidenced by a video clip or an assessor observation supported by a short justification for 1.1.

### **Learning Outcome 2**

Learners could take an active part in a group discussion or participate in at least three one-to-one discussions.

Assessment criteria evidence could be a candidate statement.

Assessment criteria may be evidenced by a video clip or an assessor observation supported by a short justification

### **Guidance**

Teaching and learning strategies could include:

- collaborative learning
- reciprocal teaching
- whole class teaching
- small group and pair work
- presentations
- case studies
- workshop activities
- video and audio recordings
- ICT based learning/e-learning.

Learners should consider formal and informal situations.

## Unit 304

## Writing skills for literacy and language teaching

<b>UAN:</b>	<b>K/503/4856</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit has links to LSIS': <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector(2007)</i> <i>National Occupational Standards for Learning and Development (2010)</i>
<b>Aim:</b>	The unit aims to provide learners with the knowledge and skills relating to Element ('Compose written texts') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector. Learners will prepare and produce written texts.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare written texts
<b>Assessment criteria</b>
The learner can: 1.1 plan written texts according to the intended audience, purpose and situation 1.2 draft written texts using techniques at: <ul style="list-style-type: none"><li>• text level (content)</li><li>• sentence level (sentence construction)</li><li>• word level (vocabulary).</li></ul>

<b>Learning outcome</b>
The learner will: 2. Be able to produce written texts
<b>Assessment criteria</b>
The learner can: 2.1 write fluently, coherently and cohesively 2.2 write accurately and legibly using conventions of lexis and syntax including grammar, spelling and punctuation according to purpose 2.3 edit and proof read written texts at text level, sentence level and word level.

# **Unit 304 Writing skills for literacy and language teaching**

## Supporting information

### **Evidence requirements**

Learners may complete either a portfolio of evidence or the City & Guilds assessment for this unit

Holistic assessment should be used where possible and learners may choose to use material from unit 302 as preparation for their writing.

### **Guidance**

#### **Learning Outcome 1**

Learners should explore different ways of planning their writing and select suitable formats for different situations. Draft written texts can be handwritten or produced electronically.

#### **Learning Outcome 2**

Learners can use ICT to produce their texts if they wish and dictionaries may be used.

Teaching and learning strategies could include:

- collaborative learning
- reciprocal teaching
- whole class teaching
- small group and pair work
- presentations
- case studies
- workshop activities
- ICT based learning/e-learning.



## Unit 305

## Using mathematics: academic subjects

<b>UAN:</b>	<b>T/503/4861</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit has links to LSIS': <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007).</i> <i>National Occupational Standards for Learning and Development (2010.)</i>
<b>Aim:</b>	The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector.  Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in academic subjects.

<b>Learning outcome</b>
The learner will: 1. Be able to interpret mathematical situations in academic subjects
<b>Assessment criteria</b>
The learner can: 1.1 explain the role of models in representing mathematical situations 1.2 analyse situations to interrogate for mathematical information and problems in academic subjects 1.3 select mathematical methods, operations and tools to extract mathematical information from problem based contexts in academic subjects.

<b>Learning outcome</b>
The learner will: 2. Be able to process mathematical problems in academic subjects
<b>Assessment criteria</b>
The learner can: 2.1 analyse mathematical procedures for efficiency and effectiveness 2.2 examine linear and non-linear mathematical patterns in academic subjects 2.3 change values and assumptions when investigating mathematical situations in academic subjects 2.4 use extended logic and multi-step structured processes to find mathematical solutions in academic subjects.

<b>Learning outcome</b>
The learner will: 3. Be able to analyse mathematical findings from academic subjects
<b>Assessment criteria</b>
The learner can: 3.1 analyse the effect of accuracy on the reliability of mathematical findings in academic subjects 3.2 interrogate mathematical conclusions for errors or misconceptions 3.3 interpret findings to draw conclusions in academic subjects.

<b>Learning outcome</b>
The learner will: 4. Be able to use mathematical communication in academic subjects
<b>Assessment criteria</b>
The learner can: 4.1 select mathematical language for debate in academic subjects 4.2 select mathematical communication techniques to suit audience 4.3 present mathematical processing and analysis 4.4 describe findings using mathematical communication skills in academic subjects.

# **Unit 305            Using mathematics: academic subjects**

## Supporting information

### **Evidence requirements**

Learners may complete either a portfolio of evidence or the City & Guilds assessment for this unit.

Holistic assessment should be used across the assessment criteria where possible.

### **Guidance**

Teaching and learning strategies could include:

- collaborative learning
- reciprocal teaching
- whole class teaching
- small group and pair work
- presentations
- case studies
- workshop activities
- ICT based learning/e-learning.

Learners should be competent in the relevant mathematics skills using a variety of methods and tools (including ICT) to approach different academic situations.

## Unit 306

## Using mathematics: personal and public life

<b>UAN:</b>	<b>F/503/4863</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit has links to LSIS': <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007.)</i> <i>National Occupational Standards for Learning and Development (2010)</i>
<b>Aim:</b>	The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector.  Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in personal and public life.

<b>Learning outcome</b>
The learner will: 1. Be able to interpret mathematical situations in personal and public life
<b>Assessment criteria</b>
The learner can: 1.1 explain the role of models in representing mathematical situations 1.2 analyse situations to interrogate for mathematical information and problems in personal and public life 1.3 select mathematical methods, operations and tools to extract mathematical information from problem based contexts in personal and public life.

<b>Learning outcome</b>
The learner will: 2. Be able to process mathematical problems in personal and public life
<b>Assessment criteria</b>
The learner can: 2.1 analyse mathematical procedures for efficiency and effectiveness 2.2 examine linear and non-linear mathematical patterns in personal and public life 2.3 change values and assumptions when investigating mathematical situations in personal and public life 2.4 use extended logic and multi-step structured processes to find mathematical solutions in personal and public life.

<b>Learning outcome</b>
The learner will: 3. Be able to analyse mathematical findings from personal and public life
<b>Assessment criteria</b>
The learner can: 3.1 analyse the effect of accuracy on the reliability of mathematical findings in personal and public life 3.2 interrogate mathematical conclusions for errors or misconceptions 3.3 interpret findings to draw conclusions in personal and public life.

<b>Learning outcome</b>
The learner will: 4. Be able to use mathematical communication in personal and public life
<b>Assessment criteria</b>
The learner can: 4.1 select mathematical language for debate in personal and public life 4.2 select mathematical communication techniques to suit audience 4.3 present mathematical processing and analysis 4.4 describe findings using mathematical communication skills in personal and public life.

# **Unit 306            Using mathematics: personal and public life**

## Supporting information

### **Evidence requirements**

Learners may complete either a portfolio of evidence or the City & Guilds assessment for this unit

Holistic assessment should be used across the assessment criteria where possible.

### **Guidance**

Teaching and learning strategies could include:

- collaborative learning
- reciprocal teaching
- whole class teaching
- small group and pair work
- presentations
- case studies
- workshop activities
- ICT based learning/e-learning.

Learners should be competent in the relevant mathematics skills using a variety of methods and tools (including ICT) to approach different situations in personal and public life.

## Unit 307

## Using mathematics: professional and vocational contexts

<b>UAN:</b>	<b>A/503/4859</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit has links to LSIS': <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007.)</i> <i>National Occupational Standards for Learning and Development (2010)</i>
<b>Aim:</b>	The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector.  Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in professional and vocational contexts.

<b>Learning outcome</b>
The learner will: 1. Be able to interpret mathematical situations in professional and vocational contexts
<b>Assessment criteria</b>
The learner can: 1.1 explain the role of models in representing mathematical situations 1.2 analyse situations to interrogate for mathematical information and problems in professional and vocational contexts 1.3 select mathematical methods, operations and tools to extract mathematical information from problem based contexts in professional and vocational contexts.

<b>Learning outcome</b>
The learner will: 2. Be able to process mathematical problems in professional and vocational contexts
<b>Assessment criteria</b>
The learner can: 2.1 analyse mathematical procedures for efficiency and effectiveness 2.2 examine linear and non-linear mathematical patterns in professional and vocational contexts 2.3 change values and assumptions when investigating mathematical situations in professional and vocational contexts 2.4 use extended logic and multi-step structured processes to find mathematical solutions in professional and vocational contexts.

<b>Learning outcome</b>
The learner will: 3. Be able to analyse mathematical findings from professional and vocational contexts
<b>Assessment criteria</b>
The learner can: 3.1 analyse the effect of accuracy on the reliability of mathematical findings in professional and vocational contexts 3.2 interrogate mathematical conclusions for errors or misconceptions 3.3 interpret findings to draw conclusions in professional and vocational contexts.

<b>Learning outcome</b>
The learner will: 4. Be able to use mathematical communication in professional and vocational contexts
<b>Assessment criteria</b>
The learner can: 4.1 select mathematical language for debate in professional and vocational contexts 4.2 select mathematical communication techniques to suit audience 4.3 present mathematical processing and analysis 4.4 describe findings using mathematical communication skills in professional and vocational contexts.



## **Unit 307            Using mathematics: professional and vocational contexts**

### Supporting information

#### **Evidence requirements**

Learners may complete either a portfolio of evidence or the City & Guilds assessment for this unit.

Holistic assessment should be used across the assessment criteria where possible.

#### **Guidance**

Teaching and learning strategies could include:

- collaborative learning
- reciprocal teaching
- whole class teaching
- small group and pair work
- presentations
- case studies
- workshop activities
- ICT based learning/e-learning.

Learners should be competent in the relevant mathematics skills using a variety of methods and tools (including ICT) to approach different professional and vocational situations.



## Appendix 1 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](http://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
- **Online assessment:** how to register for GOLA/e-volve assessments.

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## Useful contacts

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

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**If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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HB-01-6255