

6304 Teaching in the Life Long Learning Sector Level 4 Units

April 2013 Version 2.0 (July 2013)



Qualification at a glance

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| Subject area | Teaching in the Life Long Learning sector |
| City & Guilds number | 6304 |
| Age group approved | 19+ |
| Entry requirements | There are no academic nationally agreed entry requirements although there is further information on page 32 of the qualification information pack. However, all trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and agree an action plan to address them. If joining the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed |
| Assessment | Portfolio of evidence. Exemplar assignments are provided in assessment packs for centres to use to evidence the knowledge required for specific units. |
| Fast track | Available for some routes. Please see the qualification information pack |
| Support materials | <p>Qualification information pack 6304 Level 3 Unit pack 6304 Level 3 Assessment pack 6304 Level 3 Answer pack 6304 Level 4 Assessment pack 6304 Level 4 Answer pack 6304 Forms for centres pack</p> <p>All documents are available to download from www.cityandguilds.com. The assessment and answer packs are password protected and approved centres / Quality Consultants can access the passwords via the Walled Garden/Online Catalogue.</p> |
| Registration and certification | Consult the Walled Garden/Online Catalogue for last dates |

| Title and level | City & Guilds number | Accreditation number |
|--|---------------------------------|-----------------------------|
| Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units) | 6304-01 | 600/5027/5 |
| Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units) | 6304-02 | 600/5027/5 |
| Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units) | 6304-04 | 600/5033/0 |
| Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units) | 6304-05 | 600/5033/0 |
| Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units) (Unit route) | 6304-91 | 600/5027/5 |
| Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units) | 6304-92 | 600/5027/5 |
| Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units)(Unit route) | 6304-94 | 600/5033/0 |
| Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units) | 6304-95 | 600/5033/0 |

| Version and date | Change detail | Section |
|-------------------------|--------------------------------------|-----------------------|
| 1.1 August 2012 | Units 450 & 451 added | Units |
| 1.2 April 2013 | Corrected assessment type – Unit 433 | Units |
| 2.0 July 2013 | Unit 405 withdrawn | Availability of units |



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1 Units

Availability of units

The following units 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
- learning outcomes which are comprised of a number of assessment criteria

Unit 401

Roles, responsibilities and relationships in lifelong learning

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|----------------------|--|
| UAN: | M/503/1232 |
| Level: | Level 4 |
| Credit value: | 3 |
| GLH: | 12 |
| Assessment: | An assignment is available for this unit |
| Links: | This unit is the same as unit 008 in 6302 Preparing to Teach in the Lifelong Learning Sector. Learners who have previously achieved this unit do not need to repeat it |

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| Learning outcome |
| The learner will: 1. Understand own role and responsibilities in lifelong learning |
| Assessment criteria |
| The learner can: 1.1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.2 Analyse own responsibilities for promoting equality and valuing diversity 1.3 Evaluate own role and responsibilities in lifelong learning 1.4 Review own role and responsibilities in identifying and meeting the needs of learners |

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| Learning outcome |
| The learner will: 2. Understand the relationships between teachers and other professionals in lifelong learning |
| Assessment criteria |
| The learner can: 2.1 Analyse the boundaries between the teaching role and other professional roles 2.2 Review points of referral to meet the needs of learners 2.3 Evaluate own responsibilities in relation to other professionals |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Understand own responsibility for maintaining a safe and supportive learning environment</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 Explain how to establish and maintain a safe and supportive learning environment</p> <p>3.2 Explain how to promote appropriate behaviour and respect for others</p> |

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| UAN: | T/503/4908 |
| Level: | Level 4 |
| Credit value: | 3 |
| GLH: | 15 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Be able to use inclusive learning and teaching approaches in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: 1.1 Create a purposeful, inclusive learning and teaching environment 1.2 Demonstrate an inclusive approach to teaching and learning in accordance with internal processes and external requirements 1.3 Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills |

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| Learning outcome |
| The learner will: 2. Be able to communicate with learners and other learning professionals to encourage learning |
| Assessment criteria |
| The learner can: 2.1 Demonstrate communication methods and media to meet the needs of all learners 2.2 Communicate with other learning professionals to meet learner needs and encourage progression |

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| Learning outcome |
| The learner will: 3. Understand how technology can enhance learning and teaching |
| Assessment criteria |
| The learner can: 3.1 Analyse ways to use technology to enhance learning and teaching 3.2 Evaluate the benefits and limitations of using technology in learning and teaching |

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| Learning outcome |
| The learner will: 4. Understand expectations of the minimum core in relation to delivering lifelong learning |
| Assessment criteria |
| The learner can: 4.1 Review ways in which elements of the minimum core can be demonstrated in delivering lifelong learning 4.2 Apply minimum core elements in delivering lifelong learning |

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| Learning outcome |
| The learner will: 5. Be able to evaluate own practice in delivering inclusive learning and teaching |
| Assessment criteria |
| The learner can: 5.1 Review the effectiveness of own use of inclusive learning and teaching approaches in meeting the needs of all learners 5.2 Analyse ways to improve own practice in using learning and teaching approaches to meet the needs of all learners 5.3 Review ways in which own communication skills could be improved |

Unit 403

Understanding inclusive learning and teaching in lifelong learning

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|----------------------|--|
| UAN: | F/503/1235 |
| Level: | Level 4 |
| Credit value: | 3 |
| GLH: | 12 |
| Assessment: | An assignment is available for this unit |
| Links: | This unit is the same as unit 009 in 6302 Preparing to Teach in the Lifelong Learning Sector. Learners who have previously achieved this unit do not need to repeat it |

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| Learning outcome |
| The learner will: 1. Understand learning and teaching strategies in lifelong learning |
| Assessment criteria |
| The learner can: 1.1 Analyse learning and teaching strategies used in own specialism 1.2 Evaluate the effectiveness of approaches to learning and teaching in own specialist area in meeting needs of learners 1.3 Evaluate aspects of inclusive learning |

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| Learning outcome |
| The learner will: 2. Understand how to create inclusive learning and teaching in lifelong learning |
| Assessment criteria |
| The learner can: 2.1 Analyse inclusive approaches to learning and teaching 2.2 Analyse how to select resources to meet the needs of learners 2.3 Explain how to create assessment opportunities that meet the needs of learners 2.4 Review how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Understand how to create a motivating learning environment</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 Explain how to engage and motivate learners in an inclusive learning environment</p> <p>3.2 Explain how to establish ground rules with learners to promote respect for others</p> <p>3.3 Review ways to give constructive feedback to motivate learners</p> |

Unit 404

Using inclusive learning and teaching approaches in lifelong learning

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| UAN: | R/503/1238 |
| Level: | Level 4 |
| Credit value: | 3 |
| GLH: | 12 |
| Assessment: | This unit should be assessed by learner portfolio |
| Links: | This unit is the same as unit 010 in 6302 Preparing to Teach in the Lifelong Learning Sector. Learners who have previously achieved this unit do not need to repeat it |

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| Learning outcome |
| The learner will: 1. Be able to plan inclusive learning and teaching sessions |
| Assessment criteria |
| The learner can: 1.1 Plan a session for learning and teaching that meets the needs of learners 1.2 Justify the selection of approaches to meet the needs of learners |

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| Learning outcome |
| The learner will: 2. Be able to deliver inclusive learning and teaching sessions |
| Assessment criteria |
| The learner can: 2.1 Demonstrate inclusive learning and teaching approaches to engage and motivate learners 2.2 Demonstrate the use of appropriate resources to support inclusive learning and teaching 2.3 Use assessment methods to support learning and teaching 2.4 Communicate with learners to meet their needs and aid their understanding 2.5 Provide constructive feedback to learners |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Be able to evaluate own practice in delivering inclusive learning and teaching</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 Review own approaches to delivering inclusive learning and teaching</p> <p>3.2 Analyse how own inclusive learning and teaching practice can be improved to meet the needs of learners</p> |

Unit 406

Develop and prepare resources for learning and development

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| UAN: | A/502/9547 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 25 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Understand principles underpinning development and preparation of resources for learning and development |
| Assessment criteria |
| The learner can: 1.1 Explain principles underpinning resource selection for learning and development 1.2 Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies 1.3 Evaluate the contribution of technology to the development of learning and development resources |

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| Learning outcome |
| The learner will: 2. Be able to develop resources to meet learning and development needs |
| Assessment criteria |
| The learner can: 2.1 Agree needs of learners for whom resources are being developed 2.2 Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met 2.3 Plan adaptations to and use of technology within resources to meet learning and development needs 2.4 Prepare guidance to assist those using learning and development resources 2.5 Evaluate the suitability of resources for learning and development |

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|----------------------|---|
| UAN: | R/503/1241 |
| Level: | Level 4 |
| Credit value: | 3 |
| GLH: | 12 |
| Assessment: | An assignment is available for this unit |
| Links: | This unit is the same as unit 012 in 6302 Preparing to Teach in the Lifelong Learning Sector. Learners who have previously achieved this unit do not need to repeat it. |

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| Learning outcome |
| The learner will: 1. Understand how types and methods of assessment are used in lifelong learning |
| Assessment criteria |
| The learner can: 1.1 Analyse how types of assessment are used in lifelong learning 1.2 Analyse how assessment methods are used in lifelong learning 1.3 Evaluate strengths and limitations of assessment methods to meet individual learner needs |

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| Learning outcome |
| The learner will: 2. Understand how to involve learners in the assessment process |
| Assessment criteria |
| The learner can: 2.1 Evaluate how to involve the learner in the assessment process 2.2 Analyse the role of peer and self-assessment in the assessment process |

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| Learning outcome |
| The learner will: 3. Understand requirements for keeping records of assessment in lifelong learning |
| Assessment criteria |
| The learner can: 3.1 Explain the need to keep records of assessment of learning 3.2 Summarise requirements for keeping records of assessment in an organisation |

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| UAN: | M/502/9545 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 30 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: |
| 1. Understand the principles underpinning the development of learning and development programmes |
| Assessment criteria |
| The learner can: |
| 1.1 Explain the objectives of learning and development programmes |
| 1.2 Evaluate the factors of learning and development that impact on: |
| <ul style="list-style-type: none"> • development • delivery • assessment and accreditation |
| 1.3 Explain the importance of learner involvement when developing learning and development programmes |
| 1.4 Evaluate the risks that need to be managed when developing learning and development programmes |
| 1.5 Compare methodologies to monitor and evaluate learning and development programmes |

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| Learning outcome |
| The learner will: |
| 2. Be able to develop learning and development programmes |
| Assessment criteria |
| The learner can: |
| 2.1 Identify the learning outcomes required for learning and development programmes |
| 2.2 Develop a plan for a learning and development programme |
| 2.3 Plan the assessment approaches to meet the learning outcomes of learning and development programmes |
| 2.4 Produce resources for learning and development programmes |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Be able to review learning and development programmes</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 Evaluate the learning outcomes of a learning and development programme</p> <p>3.2 Evaluate the delivery and assessment of a learning and development programme</p> <p>3.3 Identify areas for improvement for learning and development programmes</p> |

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| UAN: | H/503/4905 |
| Level: | Level 4 |
| Credit value: | 3 |
| GLH: | 15 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: |
| 1. Be able to use types and methods of assessment to meet the needs of learners |
| Assessment criteria |
| The learner can: |
| 1.1 Select and apply assessment types and methods to meet the needs of learners |
| 1.2 Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning |
| 1.3 Assess how questioning and feedback contributes to the assessment process |
| 1.4 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current |

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| Learning outcome |
| The learner will: |
| 2. Be able to conduct and record assessments in accordance with internal and external processes and requirements |
| Assessment criteria |
| The learner can: |
| 2.1 Review the assessment requirements and related procedures of learning programmes |
| 2.2 Carry out and record assessments to meet internal and external processes and requirements |
| 2.3 Communicate assessment information to other professionals with an interest in learner achievement |

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| Learning outcome |
| The learner will: 3. Understand expectations in relation to the minimum core in assessing learners in lifelong learning |
| Assessment criteria |
| The learner can: 3.1 Review ways in which minimum core elements can be demonstrated in assessing learners in lifelong learning 3.2 Apply minimum core elements in assessing learners in own specialist area |

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| Learning outcome |
| The learner will: 4. Be able to evaluate own assessment practice |
| Assessment criteria |
| The learner can: 4.1 Review the effectiveness of own assessment practice taking account of the views of learners 4.2 Establish ways to improve own assessment practice |

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| UAN: | A/503/4912 |
| Level: | Level 4 |
| Credit value: | 3 |
| GLH: | 15 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Be able to agree individual learning goals with learners |
| Assessment criteria |
| The learner can: 1.1 Analyse the role of initial and diagnostic assessment in agreeing individual learning goals 1.2 Use methods of initial and diagnostic assessment with learners 1.3 Negotiate and record individual learning goals with learners |

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| Learning outcome |
| The learner will: 2. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: 2.1 Devise a scheme of work in accordance with internal processes and external requirements 2.2 Devise session plans which meet the aims and needs of all learners and curriculum requirements 2.3 Reflect on how teaching methods meet the needs of all learners 2.4 Identify ways in which session plans can be adapted to meet the individual needs of learners 2.5 Evaluate opportunities for learners to provide feedback to inform inclusive practice |

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| Learning outcome |
| The learner will: 3. Understand expectations of the minimum core in relation to planning inclusive learning and teaching |
| Assessment criteria |
| The learner can: 3.1 Review ways in which elements of the minimum core can be demonstrated in planning inclusive learning and teaching 3.2 Apply minimum core elements in planning inclusive learning and teaching |

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| Learning outcome |
| The learner will: 4. Be able to evaluate own practice in planning inclusive learning and teaching |
| Assessment criteria |
| The learner can: 4.1 Review own practice in planning to meet the needs of learners 4.2 Analyse ways to improve own practice in planning to meet the needs of learners |

Unit 413

Using resources for lifelong learning

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| UAN: | D/503/4918 |
| Level: | Level 4 |
| Credit value: | 3 |
| GLH: | 15 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Be able to use resources in the delivery of inclusive learning and teaching |
| Assessment criteria |
| The learner can: 1.1 Use resources to promote equality, value diversity and contribute to the learning process 1.2 Review the benefits and limitations of resources in the delivery of inclusive learning and teaching 1.3 Use resources to enable inclusive learning and teaching 1.4 Adapt resources to meet the needs of learners and delivery models |

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| Learning outcome |
| The learner will: 2. Understand expectations of the minimum core in relation to using resources for lifelong learning |
| Assessment criteria |
| The learner can: 2.1 Review ways in which minimum core elements can be demonstrated when using resources for lifelong learning 2.2 Apply minimum core elements when using resources for lifelong learning |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Be able to evaluate own use of resources in the delivery of inclusive learning and teaching</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 Review own practice in using resources to meet the needs of all learners</p> <p>3.2 Analyse ways to improve own practice in using resources to meet the needs of all learners</p> |

Unit 416

The coaching and mentoring roles

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|----------------------|---|
| UAN: | T/503/5508 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 30 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Understand the role and responsibilities of the coach and the mentor |
| Assessment criteria |
| The learner can: 1.1 Compare the roles and responsibilities of the coach and the mentor 1.2 Discuss the differences between the roles of the coach and the mentor 1.3 Analyse the values, attitudes, beliefs and skills required in a coach and a mentor 1.4 Review the impact of relevant legislative requirements on the coaching and mentoring process 1.5 Review the impact on the coaching and mentoring process of organisational policies and procedures |

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| Learning outcome |
| The learner will: 2. Understand techniques for a coaching and mentoring relationship |
| Assessment criteria |
| The learner can: 2.1 Compare techniques for coaching and mentoring that meet learner needs in your area of responsibility 2.2 Discuss ways in which techniques can be used to create an environment in which effective coaching and mentoring can take place 2.3 Evaluate the importance of communication techniques in the coaching and mentoring relationship 2.4 Examine the importance of confidentiality in maintaining coaching and mentoring relationships 2.5 Evaluate resources required for coaching and mentoring roles |

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| Learning outcome |
| The learner will: 3. Understand the stages of progression through a coaching and mentoring relationship |
| Assessment criteria |
| The learner can: 3.1 Analyse the importance of a code of conduct and ground rules when setting boundaries for coaching and mentoring relationships 3.2 Discuss problems and solutions that may arise in coaching and mentoring in your area of responsibility 3.3 Analyse how potential barriers may be overcome through building a rapport with individuals in coaching and mentoring sessions in your area 3.4 Review strategies which can be used to clarify situations and overcome misunderstandings in order to progress the coaching and mentoring relationship 3.5 Discuss strategies for positive completion of the coaching and mentoring relationship |

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| Learning outcome |
| The learner will: 4. Be able to create an environment in which coaching and mentoring can take place |
| Assessment criteria |
| The learner can: 4.1 Plan activities for coaching and mentoring sessions based on identified goals 4.2 Demonstrate coaching and mentoring techniques in order to maintain an effective working relationship with individuals 4.3 Demonstrate communication techniques that develop the coaching and mentoring relationship 4.4 Support individuals through coaching and mentoring by providing constructive feedback 4.5 Review progress with the coachee's and mentees which places responsibility on the learner to clarify their own goals and facilitate their achievement |

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| Learning outcome |
| <p>The learner will:</p> <p>5. Understand how to review the learner's progress and achievements</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>5.1 Discuss the importance of record keeping in reviewing learner progress through coaching and mentoring</p> <p>5.2 Review circumstances appropriate for the coach and mentor to access the support available</p> <p>5.3 Justify alternative support which can be provided to the learner when referral is appropriate</p> <p>5.4 Review strategies for motivating learners to manage their expectations in order to achieve their goals</p> <p>5.5 Use reflective practice and feedback from others to evaluate own role in order to identify areas for development</p> |

Unit 418

Engage with employers to facilitate workforce development

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|----------------------|--|
| UAN: | D/502/9556 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 30 |
| Assessment: | An assignment is available for this unit |

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| Learning outcome |
| The learner will: 1. Understand the opportunities available for workforce development |
| Assessment criteria |
| The learner can: 1.1 Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements 1.2 Explain what constitutes workforce development in a business context 1.3 Explain the funding opportunities available for workforce development |

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| Learning outcome |
| The learner will: 2. Understand how to engage with employers to promote workforce development |
| Assessment criteria |
| The learner can: 2.1 Analyse information about individual employers and employment sectors, locally and nationally 2.2 Explain how to gauge employers' level of interest in workforce development opportunities 2.3 Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development |

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| Learning outcome |
| The learner will: 3. Understand how to design learning and development opportunities in the workplace |
| Assessment criteria |
| The learner can: 3.1 Analyse what motivates employees to undertake learning and development in the workplace 3.2 Explain the key factors to be considered when designing learning and development solutions for employers and employees 3.3 Critically compare learning and development programmes which already exist with newly developed opportunities |

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| Learning outcome |
| The learner will: 4. Understand how to facilitate learning and development opportunities in the workplace |
| Assessment criteria |
| The learner can: 4.1 Identify the sources of support and resources that are available from stakeholders 4.2 Explain how employees might overcome obstacles when engaging with learning and development 4.3 Explain how to select, support and monitor staff delivering learning and development solutions 4.4 Evaluate the impact of workforce development opportunities on: <ul style="list-style-type: none"> • employees • businesses |

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| Learning outcome |
| The learner will: 5. Be able to engage with employers on workforce development issues |
| Assessment criteria |
| The learner can: 5.1 Research information about the business needs of employers in relation to productivity and performance 5.2 Report to employers employee development needs in a professional manner |

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| Learning outcome |
| <p>The learner will:</p> <p>6. Be able to work with employers to facilitate workforce development solutions</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>6.1 Prepare information and advice for the employer on solutions relevant to their business</p> <p>6.2 Review employer workforce development needs using methods relevant to the nature of the business and its employees</p> <p>6.3 Propose solutions that recognise the needs of the workforce</p> <p>6.4 Implement processes to develop and support the workforce within a business partnership with the employer</p> <p>6.5 Provide ongoing evaluation of workforce development for the purposes of quality improvement</p> <p>6.6 Work with the employer to measure the impact of workforce development on their business</p> |

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| UAN: | Y/503/5789 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 25 |
| Assessment: | An assignment is available for this unit |

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| Learning outcome |
| The learner will: |
| 1. Understand the key features of a culture which promotes equality and values diversity |
| Assessment criteria |
| The learner can: |
| 1.1 Define the meanings of equality and diversity in the UK context |
| 1.2 Analyse the benefits of promoting equality and diversity for individual learners |
| 1.3 Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity |

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| Learning outcome |
| The learner will: |
| 2. Understand the importance of promoting equality and valuing diversity in lifelong learning |
| Assessment criteria |
| The learner can: |
| 2.1 Reflect on how the promotion of equality and diversity can protect learners from risk of harm |
| 2.2 Explain actions that can be taken to value individual learners |
| 2.3 Explain good practice in providing individual learners with information |

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| Learning outcome |
| The learner will: |
| 3. Be able to promote equality and value diversity |
| Assessment criteria |
| The learner can: |
| 3.1 Use communication strategies to promote equality and diversity |
| 3.2 Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity |
| 3.3 Explain how working with other agencies can promote diversity |

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| Learning outcome |
| The learner will: 4. Understand how to help others in the promotion of equality and valuing of diversity |
| Assessment criteria |
| The learner can: 4.1 Describe actions by individuals which can undermine equality and diversity 4.2 Recommend modifications to systems and structures which do not promote equality and diversity |

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| Learning outcome |
| The learner will: 5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning |
| Assessment criteria |
| The learner can: 5.1 Reflect on own strengths in promoting equality and valuing diversity 5.2 Evaluate the impact of own practice in promoting equality and valuing diversity 5.3 Identify areas for further personal development in promoting equality and valuing diversity |

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| UAN: | M/503/5510 |
| Level: | Level 4 |
| Credit value: | 3 |
| GLH: | 15 |
| Assessment: | An assignment is available for this unit |

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| Learning outcome |
| The learner will: |
| 1. Understand own role and responsibilities in relation to coaching |
| Assessment criteria |
| The learner can: |
| 1.1 Evaluate the role and responsibilities of the coach in your specific context |
| 1.2 Analyse the skills and qualities required for a specific coaching role |
| 1.3 Discuss the importance of a code of conduct and ground rules when setting boundaries for a specific coaching role |
| 1.4 Examine the importance of confidentiality in maintaining a coaching relationship |

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| Learning outcome |
| The learner will: |
| 2. Understand how to identify individual coaching needs |
| Assessment criteria |
| The learner can: |
| 2.1 Explain how individual coaching needs are identified in your area of responsibility |
| 2.2 Discuss how individual learning needs can be met in practice through coaching |
| 2.3 Evaluate ways of assisting coachees to clarify their own goals and facilitate their achievement |

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| Learning outcome |
| The learner will: 3. Understand techniques that establish and maintain an effective coaching relationship |
| Assessment criteria |
| The learner can: 3.1 Compare techniques of coaching that meet individual learner needs in your area of practice 3.2 Evaluate resources required for a specific coaching role 3.3 Analyse how potential barriers may be overcome through building a rapport with individuals in coaching sessions 3.4 Discuss ways of creating an environment in which effective coaching can take place |

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| Learning outcome |
| The learner will: 4. Understand how to review progress through coaching |
| Assessment criteria |
| The learner can: 4.1 Discuss ways to review the coachee's progress which places responsibility on the learner 4.2 Analyse good practice in providing feedback in coaching to involve the learners 4.3 Discuss how to apply learning achieved through coaching in a specific context 4.4 Review own coaching role in order to identify areas for personal or professional development |

Unit 421

Preparing for the mentoring role

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| UAN: | A/503/5512 |
| Level: | Level 4 |
| Credit value: | 3 |
| GLH: | 15 |
| Assessment: | An assignment is available for this unit |

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| Learning outcome |
| The learner will: 1. Understand own role and responsibilities in relation to mentoring |
| Assessment criteria |
| The learner can: 1.1 Discuss the role and responsibilities of the mentor in your specific context 1.2 Analyse the skills and qualities required for a specific mentoring role 1.3 Analyse the importance of a code of conduct and ground rules when setting boundaries for a specific mentoring role 1.4 Examine the importance of confidentiality in maintaining a mentoring relationship |

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| Learning outcome |
| The learner will: 2. Understand how to identify individual mentoring needs |
| Assessment criteria |
| The learner can: 2.1 Explain how individual mentoring needs are identified in your area of responsibility 2.2 Discuss how individual learning needs can be met in practice through mentoring 2.3 Evaluate ways of assisting mentees to clarify their own goals and facilitate their achievement |

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| Learning outcome |
| The learner will: 3. Understand techniques that establish and maintain an effective mentoring relationship |
| Assessment criteria |
| The learner can: 3.1 Compare techniques of mentoring that meet individual learner needs in your area of practice 3.2 Evaluate resources required for a specific mentoring role 3.3 Analyse how potential barriers may be overcome through building a rapport with individuals in mentoring sessions 3.4 Discuss ways of creating an environment in which effective mentoring can take place |

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| Learning outcome |
| The learner will: 4. Understand how to review progress through mentoring |
| Assessment criteria |
| The learner can: 4.1 Discuss ways to review the mentee's progress which places responsibility on the learner 4.2 Analyse good practice in providing feedback in mentoring to involve the learners 4.3 Discuss how to apply learning achieved through mentoring in a specific context 4.4 Review own mentoring role in order to identify areas for personal or professional development |

Unit 422

Developing, using and organising resources within the lifelong learning sector

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| UAN: | D/503/5390 |
| Level: | Level 4 |
| Credit value: | 12 |
| GLH: | 50 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Understand the purpose and use of resources |
| Assessment criteria |
| The learner can: 1.1 Explain the purpose of resources in learning and teaching 1.2 Review the effectiveness of specific resources in meeting individual learning needs in learning and teaching contexts |

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| Learning outcome |
| The learner will: 2. Be able to develop and use inclusive resources |
| Assessment criteria |
| The learner can: 2.1 Review sources which inform resource development 2.2 Explain ways in which resources can be adapted to enable an inclusive approach 2.3 Design resources, including resources which involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area 2.4 Justify the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area 2.5 Employ resources to engage and meet the individual needs of learners in own specialist area |

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| Learning outcome |
| The learner will: 3. Understand how to organise and enable access to resources |
| Assessment criteria |
| The learner can: 3.1 Explain ways in which resources can be classified and stored 3.2 Identify ways of sharing resources with other learning professionals |

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| Learning outcome |
| The learner will: 4. Understand legal requirements and responsibilities relating to the development and use of resources |
| Assessment criteria |
| The learner can: 4.1 Summarise legal requirements and responsibilities relating to the development and use of resources 4.2 Review the implications of intellectual property rights and copyright for the development and use of resources |

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| Learning outcome |
| The learner will: 5. Understand how to evaluate own practice in relation to development and use of resources |
| Assessment criteria |
| The learner can: 5.1 Review the effectiveness of own practice in relation to development and use of resources 5.2 Identify own strengths and areas for improvement in relation to development and use of resources 5.3 Plan opportunities to improve own skills in development and use of resources |

Unit 423

Quality procedures within the lifelong learning sector

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| UAN: | R/503/5791 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 20 |
| Assessment: | An assignment is available for this unit |

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| Learning outcome |
| The learner will: 1. Understand the principles of evaluation and quality assurance |
| Assessment criteria |
| The learner can: 1.1 Review a range of principles and approaches to evaluation 1.2 Explain differences and the relationship between assessment and evaluation |

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| Learning outcome |
| The learner will: 2. Understand the principles of quality improvement |
| Assessment criteria |
| The learner can: 2.1 Analyse the relationship between assessment, quality assurance and quality improvement 2.2 Analyse the role of evaluation within quality assurance and quality improvement 2.3 Analyse the key features of an effective quality improvement system |

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| Learning outcome |
| The learner will: 3. Understand the quality improvement procedures relevant to own practice |
| Assessment criteria |
| The learner can: 3.1 Analyse own organisation's internal quality improvement procedures, identifying the implications for own practice 3.2 Analyse external quality improvement procedures, identifying the implications for own practice |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Understand how to ensure that own practice meets internal and external quality requirements</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 Evaluate own practice in the light of internal and external quality requirements, identifying areas for improvement</p> |

Unit 424

Enabling learning through assessment

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| UAN: | T/503/4925 |
| Level: | Level 4 |
| Credit value: | 12 |
| GLH: | 30 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Understand theories, principles and applications of formal and informal assessment |
| Assessment criteria |
| The learner can: 1.1 Review the application of theories and principles of assessment in own specialist area |

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| Learning outcome |
| The learner will: 2. Be able to design formal and informal assessments to enable learning and progression |
| Assessment criteria |
| The learner can: 2.1 Devise models of assessment to enable learning and progression 2.2 Explain how the design of formal and informal assessment methods and instruments enables learning and progression for all learners 2.3 Design formal and informal assessment methods and instruments that are fair, valid, reliable, and sufficient |

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| Learning outcome |
| The learner will: 3. Be able to conduct formal and informal assessments to enable learning and progression |
| Assessment criteria |
| The learner can: 3.1 Create an environment for assessment which maximises learners' opportunities for success 3.2 Use assessment models, methods and instruments to enable learning and progression for all learners 3.3 Record learner progress and achievement in accordance with internal processes and external requirements 3.4 Give constructive feedback to learners on their progress and achievement 3.5 Negotiate future learning targets with learners 3.6 Report on learner progress and achievement in accordance with internal processes and external requirements |

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| Learning outcome |
| The learner will: 4. Be able to meet minimum core expectations in relation to enabling learning and assessment |
| Assessment criteria |
| The learner can: 4.1 Review ways in which elements of the minimum core can be demonstrated in teaching, learning and assessment 4.2 Apply minimum core elements in teaching, learning and assessment in own specialist area |

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| Learning outcome |
| The learner will: 5. Be able to evaluate and improve own assessment practice |
| Assessment criteria |
| The learner can: 5.1 Review the effectiveness of own assessment practice 5.2 Reflect on strengths and areas for improvement in own assessment practice 5.3 Evaluate professional development opportunities to improve own assessment practice |

Unit 425

Evaluating learning programmes

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| UAN: | L/503/5790 |
| Level: | Level 4 |
| Credit value: | 3 |
| GLH: | 15 |
| Assessment: | An assignment is available for this unit |

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| Learning outcome |
| The learner will: 1. Understand the principles of evaluating learning programmes |
| Assessment criteria |
| The learner can: 1.1 Analyse the principles of evaluating learning 1.2 Discuss how the principles can be applied to learning programmes |

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| Learning outcome |
| The learner will: 2. Understand and use evaluation methods |
| Assessment criteria |
| The learner can: 2.1 Develop a framework for the evaluation of learning programmes 2.2 Devise objectives in order to achieve evaluation aims 2.3 Apply and justify methods for evaluating the effectiveness of learning programmes |

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| Learning outcome |
| The learner will: 3. Understand how to collect and analyse data for the purpose of evaluating learning programmes |
| Assessment criteria |
| The learner can: 3.1 Apply relevant guidelines and legislation relevant to the collection and analysis of data 3.2 Apply and justify methods of collecting data used to evaluate learning programmes 3.3 Apply and justify methods of analysing data used to evaluate learning |

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| Learning outcome |
| The learner will: 4. Understand how evaluation results can be used to improve learning programmes |
| Assessment criteria |
| The learner can: 4.1 Apply techniques and methods to present an analysis of evaluation results 4.2 Explain how evaluation results can be used to improve learning programmes, identifying factors affecting implementation |

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| Learning outcome |
| The learner will: 5. Understand how to evaluate the effectiveness of own practice |
| Assessment criteria |
| The learner can: 5.1 Review own practice in evaluating learning, reflecting on validity and reliability of data collected and the effectiveness of methods used |

Unit 426

Identify the learning needs of organisations

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|----------------------|---|
| UAN: | H/502/9543 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 30 |
| Assessment: | This unit should be assessed by learner portfolio |

Learning outcome

The learner will:

1. Understand the principles and practices of learning needs analysis for organisations

Assessment criteria

The learner can:

- 1.1 Explain the principles and practice of learning needs analysis for organisations
- 1.2 Analyse the factors that can influence the identification of organisational learning needs
- 1.3 Explain why it is important to gain the support and commitment of relevant people
- 1.4 Review the methodologies required for a learning needs analysis

Learning outcome

The learner will:

2. Be able to conduct learning needs analysis for the organisation

Assessment criteria

The learner can:

- 2.1 Confirm the purpose and aims of learning needs analysis with relevant people
- 2.2 Select the organisational learning needs analysis methodology
- 2.3 Apply the organisational learning needs analysis methodology
- 2.4 Analyse the learning needs of the organisation
- 2.5 Review methods of communicating findings from learning needs analysis to relevant people in organisations

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| Learning outcome |
| <p>The learner will:</p> <p>3. Be able to agree organisational learning and development plans with relevant people</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 Present recommendations for learning and development to relevant people</p> <p>3.2 Review and revise priorities with relevant people</p> |

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| UAN: | L/503/5384 |
| Level: | Level 4 |
| Credit value: | 15 |
| GLH: | 50 |
| Assessment: | An assignment is available for this unit |

Learning outcome

The learner will:

1. Understand factors which influence learning

Assessment criteria

The learner can:

- 1.1 Review the impact of personal, social and cultural factors on learning
- 1.2 Review the impact of different cognitive, physical, and sensory abilities on learning

Learning outcome

The learner will:

2. Understand the impact of policy and regulatory frameworks on inclusive practice

Assessment criteria

The learner can:

- 2.1 Summarise policy and regulatory frameworks relating to inclusive practice
- 2.2 Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice
- 2.3 Explain how policy and regulatory frameworks influence own inclusive practice

Learning outcome

The learner will:

3. Understand roles and responsibilities relating to inclusive practice

Assessment criteria

The learner can:

- 3.1 Summarise own role and responsibilities relating to inclusive practice
- 3.2 Explain the relationship between own role and the roles of other professionals involved in inclusive practice
- 3.3 Identify points of referral available to meet individual learning needs

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| Learning outcome |
| The learner will: 4. Understand how to create and maintain an inclusive learning environment |
| Assessment criteria |
| The learner can: 4.1 Review key features and benefits of an inclusive learning environment 4.2 Analyse ways to promote equality and value diversity 4.3 Analyse ways to promote inclusion 4.4 Review strategies for effective liaison between professionals involved in inclusive practice |

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| Learning outcome |
| The learner will: 5. Understand how to evaluate own inclusive practice |
| Assessment criteria |
| The learner can: 5.1 Review the effectiveness of own inclusive practice 5.2 Identify own strengths and areas for improvement in relation to inclusive practice 5.3 Plan opportunities to improve own skills in inclusive practice |

Unit 428

Internally assure the quality of assessment

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| UAN: | A/601/5321 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 45 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Be able to plan the internal quality assurance of assessment |
| Assessment criteria |
| The learner can: 1.1 Plan monitoring activities according to the requirements of own role 1.2 Make arrangements for internal monitoring activities to assure quality |

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| Learning outcome |
| The learner will: 2. Be able to internally evaluate the quality of assessment |
| Assessment criteria |
| The learner can: 2.1 Carry out internal monitoring activities to quality requirements 2.2 Evaluate assessor expertise and competence in relation to the requirements of their role 2.3 Evaluate the planning and preparation of assessment processes 2.4 Determine whether assessment methods are safe, fair, valid and reliable 2.5 Determine whether assessment decisions are made using the specified criteria 2.6 Compare assessor decisions to ensure they are consistent |

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| Learning outcome |
| The learner will: 3. Be able to internally maintain and improve the quality of assessment |
| Assessment criteria |
| The learner can: 3.1 Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment 3.2 Apply procedures to standardise assessment practices and outcomes |

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| Learning outcome |
| The learner will: 4. Be able to manage information relevant to the internal quality assurance of assessment |
| Assessment criteria |
| The learner can: 4.1 Apply procedures for recording, storing and reporting information relating to internal quality assurance 4.2 Follow procedures to maintain confidentiality of internal quality assurance information |

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| Learning outcome |
| The learner will: 5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment |
| Assessment criteria |
| The learner can: 5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare 5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance 5.3 Critically reflect on own practice in internally assuring the quality of assessment 5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment |

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| UAN: | A/502/9550 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 30 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: |
| 1. Understand the principles and practices of managing learning and development in groups |
| Assessment criteria |
| The learner can: |
| 1.1 Analyse the characteristics of group environments that foster learning and development |
| 1.2 Evaluate strategies to manage group behaviour and dynamics |
| 1.3 Evaluate management techniques which facilitate the delivery of learning and development in groups |
| 1.4 Analyse ways to involve learners in the management of their own learning and development in groups |
| 1.5 Analyse risks to be considered when managing learning and development in groups |
| 1.6 Explain how to manage barriers to individual learning in groups |

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| Learning outcome |
| The learner will: |
| 2. Be able to manage group learning and development environments |
| Assessment criteria |
| The learner can: |
| 2.1 Facilitate communication, collaboration and learning between group members |
| 2.2 Use motivational methods to engage the group and its individual members in the learning and development process |
| 2.3 Consult with group members to adapt their learning and development environments to improve their learning outcomes |
| 2.4 Manage the risks associated with group learning and development |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Be able to apply methodologies to manage learning and development in groups</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 Involve learners in agreeing group learning and development objectives</p> <p>3.2 Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group</p> <p>3.3 Manage group learning strategies and delivery methods to reflect changing requirements</p> <p>3.4 Provide individual advice to learners to assist their decision-making about future learning needs</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Be able to manage learning and development in groups to comply with legal and organisational requirements</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 Support learner's rights in relation to equality, diversity and inclusion</p> <p>4.2 Minimise risks to safety, health, wellbeing and security of learners</p> <p>4.3 Manage confidentiality in relation to learners and the organisation</p> <p>4.4 Maintain learning and development records in accordance with organisational procedures</p> |

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| UAN: | Y/503/5372 |
| Level: | Level 4 |
| Credit value: | 15 |
| GLH: | 50 |
| Assessment: | An assignment is available for this unit |

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| Learning outcome |
| The learner will: |
| 1. Understand the aims and philosophy of education and training in own specialist area |
| Assessment criteria |
| The learner can: |
| 1.1 Summarise key aims of education and training in own specialist area |
| 1.2 Review key philosophical issues relating to education and training in own specialist area |

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| Learning outcome |
| The learner will: |
| 2. Understand the aims and structure of key qualifications and learning programmes qualifications available to learners in a specialist area |
| Assessment criteria |
| The learner can: |
| 2.1 Summarise the aims and structure of key qualifications in own specialist area |
| 2.2 Summarise the aims and structure of learning programmes in own specialist area |
| 2.3 Justify how own approach to the planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met |

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| Learning outcome |
| The learner will: |
| 3. Understand principles of inclusive learning and teaching and key curriculum issues in a specialist area |
| Assessment criteria |
| The learner can: |
| 3.1 Justify the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area |
| 3.2 Justify how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies |

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| Learning outcome |
| The learner will: |
| 4. Understand how to use resources for inclusive learning and teaching in a specialist area |
| Assessment criteria |
| The learner can: |
| 4.1 Analyse ways in which learning and teaching resources, including new and emerging technologies, meet the individual needs of learners in own specialist area |
| 4.2 Justify the inclusiveness of own use of learning and teaching resources in a specialist area |

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| Learning outcome |
| The learner will: |
| 5. Be able to work with others within a specialist area to develop own practice |
| Assessment criteria |
| The learner can: |
| 5.1 Take up opportunities to liaise with others within a specialist area to develop own practice |
| 5.2 Review the impact of liaison with other teachers and trainers within own specialist area on own practice |

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| Learning outcome |
| The learner will: |
| 6. Be able to evaluate, improve and update own knowledge and skills in a specialist area |
| Assessment criteria |
| The learner can: |
| 6.1 Review the effectiveness of own knowledge and skills in a specialist area |
| 6.2 Identify own strengths and areas for improvement in relation to practice in own specialist area |
| 6.3 Take up opportunities to improve and update own knowledge and skills in a specialist area |

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| UAN: | A/503/5378 |
| Level: | Level 4 |
| Credit value: | 15 |
| GLH: | 50 |
| Assessment: | An assignment is available for this unit |

Learning outcome

The learner will:

1. Understand the scope and nature of the lifelong learning sector

Assessment criteria

The learner can:

- 1.1 Review the profile of the lifelong learning sector
- 1.2 Explain ways in which the lifelong learning sector differs from other sectors

Learning outcome

The learner will:

2. Understand the impact of the policy context within which the lifelong learning sector operates

Assessment criteria

The learner can:

- 2.1 Summarise the context of policy development for the lifelong learning sector
- 2.2 Explain the underpinning rationale of key policies relating to the lifelong learning sector
- 2.3 Review the impact on practice of key policies relating to the lifelong learning sector

Learning outcome

The learner will:

3. Understand the roles, purposes and impact of regulators and funding bodies for the lifelong learning sector

Assessment criteria

The learner can:

- 3.1 Explain the roles and purposes of key agencies responsible for regulation and funding for the lifelong learning sector
- 3.2 Analyse the impact on practice of key agencies responsible for regulation and funding for the lifelong learning sector

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| Learning outcome |
| <p>The learner will:</p> <p>4. Understand the roles, purposes and impact of agencies involved in the quality and quality improvement of practice in the lifelong learning sector</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 Explain the roles and purposes of key agencies involved in quality and quality improvement in the lifelong learning sector</p> <p>4.2 Analyse the impact on practice of key agencies involved in quality and quality improvement in the lifelong learning sector</p> <p>4.3 Analyse the impact of the inspection process on practice in the lifelong learning sector</p> <p>4.4 Review the quality improvement arrangements of an organisation</p> |

Unit 433

Understanding and managing behaviours in a learning environment

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|----------------------|---|
| UAN: | H/503/5469 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 20 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Understand potential factors leading to behaviours that disrupt a learning environment |
| Assessment criteria |
| The learner can: 1.1 Review potential factors leading to behaviours that disrupt a learning environment |

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| Learning outcome |
| The learner will: 2. Understand organisational policies relating to managing behaviours in the learning environment |
| Assessment criteria |
| The learner can: 2.1 Review organisational policies relating to managing behaviours in a learning environment |

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| Learning outcome |
| The learner will: 3. Be able to promote behaviours that contribute to a purposeful learning environment |
| Assessment criteria |
| The learner can: 3.1 Review ways of encouraging behaviours that contribute to an effective learning environment 3.2 Use strategies for encouraging behaviours that contribute to a purposeful learning environment |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Be able to manage behaviours that disrupt a purposeful learning environment</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 Review ways of managing behaviours that disrupt a purposeful learning environment</p> <p>4.2 Use strategies for managing behaviours that disrupt a purposeful learning environment</p> |

Unit 434

Understanding and managing behaviours in a learning environment

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|----------------------|---|
| UAN: | L/503/5465 |
| Level: | Level 4 |
| Credit value: | 15 |
| GLH: | 50 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Understand the characteristics and impact of behaviours in a learning environment |
| Assessment criteria |
| The learner can: 1.1 Describe behaviours that can occur in a learning environment 1.2 Review potential factors contributing to behaviours in a learning environment 1.3 Analyse the impact of behaviours on a learning environment |

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| Learning outcome |
| The learner will: 2. Understand legislation and organisational policies relating to managing behaviours in a learning environment |
| Assessment criteria |
| The learner can: 2.1 Summarise legislation relating to managing behaviours in a learning environment 2.2 Review organisational policies relating to managing behaviours in a learning environment |

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| Learning outcome |
| The learner will: 3. Be able to promote behaviours that contribute to a purposeful learning environment |
| Assessment criteria |
| The learner can: 3.1 Review ways of encouraging behaviours that contribute to a purposeful learning environment 3.2 Use strategies for encouraging behaviours that contribute to a purposeful learning environment |

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| Learning outcome |
| The learner will: 4. Be able to manage behaviours that disrupt a purposeful learning environment |
| Assessment criteria |
| The learner can: 4.1 Review ways of managing and responding to behaviours that disrupt a purposeful learning environment 4.2 Use strategies for managing and responding to behaviours that disrupt a purposeful learning environment |

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| Learning outcome |
| The learner will: 5. Be able to evaluate own practice in managing behaviours in a learning environment |
| Assessment criteria |
| The learner can: 5.1 Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment 5.2 Identify own strengths and areas for improvement in relation managing behaviours in a learning environment 5.3 Plan opportunities to improve own skills in managing behaviours in a learning environment |

Unit 436

Understanding the principles and practices of internally assuring the quality of assessment

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|----------------------|---|
| UAN: | T/601/5320 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 45 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Understand the context and principles of internal quality assurance |
| Assessment criteria |
| The learner can: 1.1 Explain the functions of internal quality assurance in learning and development 1.2 Explain the key concepts and principles of the internal quality assurance of assessment 1.3 Explain the roles of practitioners involved in the internal and external quality assurance process 1.4 Explain the regulations and requirements for internal quality assurance in own area of practice |

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| Learning outcome |
| The learner will: 2. Understand how to plan the internal quality assurance of assessment |
| Assessment criteria |
| The learner can: 2.1 Evaluate the importance of planning and preparing internal quality assurance activities 2.2 Explain what an internal quality assurance plan should contain 2.3 Summarise the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none">• information collection• communications• administrative arrangements• resources |

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| Learning outcome |
| The learner will: 3. Understand techniques and criteria for monitoring the quality of assessment internally |
| Assessment criteria |
| The learner can: 3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology 3.2 Explain the appropriate criteria to use for judging the quality of the assessment process |

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| Learning outcome |
| The learner will: 4. Understand how to internally maintain and improve the quality of assessment |
| Assessment criteria |
| The learner can: 4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment 4.2 Explain standardisation requirements in relation to assessment 4.3 Explain relevant procedures regarding disputes about the quality of assessment |

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| Learning outcome |
| The learner will: 5. Understand how to manage information relevant to the internal quality assurance of assessment |
| Assessment criteria |
| The learner can: Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment |

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| Learning outcome |
| The learner will: 6. Understand the legal and good practice requirements for the internal quality assurance of assessment |
| Assessment criteria |
| The learner can: 6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare 6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment 6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance 6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment |

Unit 437

Using study skills approaches and techniques to enhance the learning of others

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| UAN: | K/503/5814 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 25 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Understand how to use study skills approaches and techniques to enhance the learning of others |
| Assessment criteria |
| The learner can: 1.1 Evaluate approaches to developing learners' study skills 1.2 Identify study skills techniques which can be used to enhance the learning of others 1.3 Explain how study skills techniques can be used to enhance the learning of others 1.4 Justify own selection of study skills approaches and techniques to enhance the learning of others |

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| Learning outcome |
| The learner will: 2. Be able to enable learners to use study skills to enhance their learning |
| Assessment criteria |
| The learner can: 2.1 Assist learners to identify how they currently use study skills to enhance their learning 2.2 Assist learners to identify ways to further develop their study skills to enhance their learning 2.3 Create opportunities for learners to develop and use study skills to enhance their learning 2.4 Explain ways in which specific opportunities to use study skills have enhanced the learning of individual learners |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Be able to evaluate own practice in the use of study skills approaches and techniques to enhance the learning of others</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 Review own practice in the use of study skills approaches and techniques to enhance the learning of others</p> <p>3.2 Identify own strengths and areas for improvement in the use of study skills approaches and techniques to enhance the learning of others</p> <p>3.3 Plan opportunities to improve own use of study skills approaches and techniques to enhance the learning of others</p> |

Unit 438

Working with individual learners

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| UAN: | R/503/5385 |
| Level: | Level 4 |
| Credit value: | 15 |
| GLH: | 50 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Understand the roles and responsibilities of a coach, mentor and teacher in relation to working with individual learners |
| Assessment criteria |
| The learner can: 1.1 Summarise the responsibilities of a coach, mentor and teacher in relation to working with individual learners 1.2 Analyse the differences between the coaching, mentoring and teaching roles in relation to working with individual learners 1.3 Review the effectiveness of coaching, mentoring and teaching roles in meeting individual learning needs |

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| Learning outcome |
| The learner will: 2. Understand how to select strategies to meet the needs of individual learners |
| Assessment criteria |
| The learner can: 2.1 Justify the selection of strategies to meet the needs of individual learners |

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| Learning outcome |
| The learner will: 3. Understand the multi-agency approach to the development of individual learners |
| Assessment criteria |
| The learner can: 3.1 Review the resources required for an effective multi-agency approach 3.2 Explain factors which influence the referral process |

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| Learning outcome |
| The learner will: 4. Understand the contribution of one-to-one coaching, mentoring and teaching to the development of individual learners |
| Assessment criteria |
| The learner can: 4.1 Review the processes involved in one-to-one coaching, mentoring and teaching in relation to emotional, intellectual and social benefits for learners |

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| Learning outcome |
| The learner will: 5. Be able to evaluate own practice in relation to one-to-one teaching and learning situations |
| Assessment criteria |
| The learner can: 5.1 Analyse the effectiveness of own practice in relation to one-to-one teaching and learning situations 5.2 Identify own strengths and areas for improvement in relation to one-to-one teaching and learning situations 5.3 Plan opportunities to improve own skills in relation to one-to-one teaching and learning situations |

Unit 439

Working with individuals and small groups in a learning environment

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|----------------------|---|
| UAN: | H/503/5388 |
| Level: | Level 4 |
| Credit value: | 9 |
| GLH: | 30 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Be able to use communication models in relation to working with individuals and small groups in a learning environment |
| Assessment criteria |
| The learner can: 1.1 Review models of communication for working with individuals and small groups in a learning environment 1.2 Use models of communication with individuals and small groups in a learning environment |

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| Learning outcome |
| The learner will: 2. Be able to use behaviour models in relation to working with small groups in a learning environment |
| Assessment criteria |
| The learner can: 2.1 Review behaviour models for working with small groups in a learning environment 2.2 Use behaviour models with individuals and small groups in a learning environment |

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| Learning outcome |
| The learner will: 3. Understand how to promote learner participation and independence |
| Assessment criteria |
| The learner can: 3.1 Review ways to negotiate and agree learning goals with learners 3.2 Review ways to encourage learners to be involved in and take responsibility for their own learning |

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| Learning outcome |
| The learner will: 4. Understand the use of teaching and learning strategies to meet the needs of individuals and small groups |
| Assessment criteria |
| The learner can: 4.1 Review the effectiveness of teaching and learning strategies in meeting the needs of individual learners and small groups 4.2 Justify own use of teaching and learning strategies in meeting the needs of individual learners and small groups 4.3 Review ways to collaborate with colleagues and others in meeting the needs of individual learners and small groups |

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| Learning outcome |
| The learner will: 5. Be able to plan, enable and assess learning with individuals and small groups |
| Assessment criteria |
| The learner can: 5.1 Devise flexible session plans that can be adjusted to meet the needs of individual learners and small groups 5.2 Agree individual learning goals with learners 5.3 Establish and maintain an inclusive learning environment 5.4 Use flexible and varied approaches to teaching and learning to meet the needs of individual learners and small groups 5.5 Provide opportunities for learners to reflect on and make decisions about their own learning 5.6 Use assessment methods to meet the needs of individual learners and small groups |

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| Learning outcome |
| The learner will: 6. Understand how to evaluate own practice in working with individuals and small groups in a learning environment |
| Assessment criteria |
| The learner can: 6.1 Analyse the effectiveness of own practice in relation to working with individuals and small groups in a learning environment 6.2 Identify own strengths and areas for improvement in relation to working with individuals and small groups in a learning environment 6.3 Plan opportunities to improve own skills in relation to working with individuals and small groups in a learning environment |

Unit 441

Learning, planning and assessment: Literacy

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| UAN: | A/503/5428 |
| Level: | Level 4 |
| Credit value: | 12 |
| GLH: | 40 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: 1.1 Carry out initial and diagnostic assessments with learners 1.2 Agree achievable individual learning goals with learners 1.3 Review ways to provide opportunities for learners to develop wider skills 1.4 Devise learning programmes to meet the individual needs of learners 1.5 Justify the choice of learning and teaching activities, resources and assessment methods to meet the individual needs of learners 1.6 Evaluate opportunities for learners to provide feedback to inform inclusive practice |

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| Learning outcome |
| The learner will: 2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: 2.1 Establish and maintain an inclusive learning environment 2.2 Use inclusive learning and teaching activities and resources to meet the needs of all learners and curriculum requirements 2.3 Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills 2.4 Use communication methods and skills to meet the needs of all learners 2.5 Communicate with other learning professionals to meet the needs of all learners 2.6 Analyse the use of technology to enhance learning across the learning and teaching cycle in own and wider practice |

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| Learning outcome |
| The learner will: 3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: 3.1 Define the key concepts of assessment 3.2 Specify the assessment requirements and related procedures of learning programmes 3.3 Select and apply assessment types and methods to meet the needs of learners 3.4 Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning 3.5 Use questioning and feedback in the assessment for and of learning 3.6 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current 3.7 Conduct and record assessments to meet internal and external processes and requirements 3.8 Communicate assessment information to other professionals with a legitimate interest in learner achievement |

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| Learning outcome |
| The learner will: 4. Understand expectations of the minimum core in relation to learning, planning and assessment |
| Assessment criteria |
| The learner can: 4.1 Review ways in which elements of the minimum core can be demonstrated in learning, planning and assessment 4.2 Apply minimum core elements in learning, planning and assessment |

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| Learning outcome |
| The learner will: 5. Be able to evaluate own inclusive learning, planning and assessment practice |
| Assessment criteria |
| The learner can: 5.1 Review the effectiveness of own inclusive learning, planning and assessment practice 5.2 Reflect on ways to improve own inclusive learning, planning and assessment practice |

Unit 442

Learning, planning and assessment: Numeracy

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| UAN: | M/503/5023 |
| Level: | Level 4 |
| Credit value: | 12 |
| GLH: | 40 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: 1.1 Carry out initial and diagnostic assessments with learners 1.2 Agree achievable individual learning goals with learners 1.3 Review ways to provide opportunities for learners to develop wider skills 1.4 Devise learning programmes to meet the individual needs of learners 1.5 Justify the choice of learning and teaching activities, resources and assessment methods to meet the individual needs of learners 1.6 Evaluate opportunities for learners to provide feedback to inform inclusive practice |

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| Learning outcome |
| The learner will: 2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: 2.1 Establish and maintain an inclusive learning environment 2.2 Use inclusive learning and teaching activities and resources to meet the needs of all learners and curriculum requirements 2.3 Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills 2.4 Use communication methods and skills to meet the needs of all learners 2.5 Communicate with other learning professionals to meet the needs of all learners 2.6 Analyse the use of technology to enhance learning across the learning and teaching cycle in own and wider practice |

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| Learning outcome |
| The learner will: 3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: 3.1 Define the key concepts of assessment 3.2 Specify the assessment requirements and related procedures of learning programmes 3.3 Select and apply assessment types and methods to meet the needs of learners 3.4 Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning 3.5 Use questioning and feedback in the assessment for and of learning 3.6 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current 3.7 Conduct and record assessments to meet internal and external processes and requirements 3.8 Communicate assessment information to other professionals with a legitimate interest in learner achievement |

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| Learning outcome |
| The learner will: 4. Understand expectations of the minimum core in relation to learning, planning and assessment |
| Assessment criteria |
| The learner can: 4.1 Review ways in which elements of the minimum core can be demonstrated in learning, planning and assessment 4.2 Apply minimum core elements in learning, planning and assessment |

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| Learning outcome |
| The learner will: 5. Be able to evaluate own inclusive learning, planning and assessment practice |
| Assessment criteria |
| The learner can: 5.1 Review the effectiveness of own inclusive learning, planning and assessment practice 5.2 Reflect on ways to improve own inclusive learning, planning and assessment practice |

Unit 443

Learning, planning and assessment: ESOL

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| UAN: | Y/503/5016 |
| Level: | Level 4 |
| Credit value: | 12 |
| GLH: | 40 |
| Assessment: | This unit should be assessed by learner portfolio |

Learning outcome

The learner will:

1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements

Assessment criteria

The learner can:

- 1.1 Carry out initial and diagnostic assessments with learners
- 1.2 Agree achievable individual learning goals with learners
- 1.3 Review ways to provide opportunities for learners to develop wider skills
- 1.4 Devise learning programmes to meet the individual needs of learners
- 1.5 Justify the choice of learning and teaching activities, resources and assessment methods to meet the individual needs of learners
- 1.6 Evaluate opportunities for learners to provide feedback to inform inclusive practice

Learning outcome

The learner will:

2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements

Assessment criteria

The learner can:

- 2.1 Establish and maintain an inclusive learning environment
- 2.2 Use inclusive learning and teaching activities and resources to meet the needs of all learners and curriculum requirements
- 2.3 Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
- 2.4 Use communication methods and skills to meet the needs of all learners
- 2.5 Communicate with other learning professionals to meet the needs of all learners
- 2.6 Analyse the use of technology to enhance learning across the learning and teaching cycle in own and wider practice

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| Learning outcome |
| The learner will: 3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: 3.1 Define the key concepts of assessment 3.2 Specify the assessment requirements and related procedures of learning programmes 3.3 Select and apply assessment types and methods to meet the needs of learners 3.4 Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning 3.5 Use questioning and feedback in the assessment for and of learning 3.6 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current 3.7 Conduct and record assessments to meet internal and external processes and requirements 3.8 Communicate assessment information to other professionals with a legitimate interest in learner achievement |

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| Learning outcome |
| The learner will: 4. Understand expectations of the minimum core in relation to learning, planning and assessment |
| Assessment criteria |
| The learner can: 4.1 Review ways in which elements of the minimum core can be demonstrated in learning, planning and assessment 4.2 Apply minimum core elements in learning, planning and assessment |

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| Learning outcome |
| The learner will: 5. Be able to evaluate own inclusive learning, planning and assessment practice |
| Assessment criteria |
| The learner can: 5.1 Review the effectiveness of own inclusive learning, planning and assessment practice 5.2 Reflect on ways to improve own inclusive learning, planning and assessment practice |

Unit 444

Learning, planning and assessment: Literacy and ESOL

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| UAN: | Y/503/5369 |
| Level: | Level 4 |
| Credit value: | 12 |
| GLH: | 40 |
| Assessment: | This unit should be assessed by learner portfolio |

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| Learning outcome |
| The learner will: 1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: 1.1 Carry out initial and diagnostic assessments with learners 1.2 Agree achievable individual learning goals with learners 1.3 Review ways to provide opportunities for learners to develop wider skills 1.4 Devise learning programmes to meet the individual needs of learners 1.5 Justify the choice of learning and teaching activities, resources and assessment methods to meet the individual needs of learners 1.6 Evaluate opportunities for learners to provide feedback to inform inclusive practice |

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| Learning outcome |
| The learner will: 2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: 2.1 Establish and maintain an inclusive learning environment 2.2 Use inclusive learning and teaching activities and resources to meet the needs of all learners and curriculum requirements 2.3 Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills 2.4 Use communication methods and skills to meet the needs of all learners |

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| 2.5 | Communicate with other learning professionals to meet the needs of all learners |
| 2.6 | Analyse the use of technology to enhance learning across the learning and teaching cycle in own and wider practice |

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| Learning outcome |
| The learner will: |
| 3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements |
| Assessment criteria |
| The learner can: |
| 3.1 Define the key concepts of assessment |
| 3.2 Specify the assessment requirements and related procedures of learning programmes |
| 3.3 Select and apply assessment types and methods to meet the needs of learners |
| 3.4 Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning |
| 3.5 Use questioning and feedback in the assessment for and of learning |
| 3.6 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current |
| 3.7 Conduct and record assessments to meet internal and external processes and requirements |
| 3.8 Communicate assessment information to other professionals with a legitimate interest in learner achievement |

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| Learning outcome |
| The learner will: |
| 4. Understand expectations of the minimum core in relation to learning, planning and assessment |
| Assessment criteria |
| The learner can: |
| 4.1 Review ways in which elements of the minimum core can be demonstrated in learning, planning and assessment |
| 4.2 Apply minimum core elements in learning, planning and assessment |

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| Learning outcome |
| The learner will: |
| 5. Be able to evaluate own inclusive learning, planning and assessment practice |
| Assessment criteria |
| The learner can: |
| 5.1 Review the effectiveness of own inclusive learning, planning and assessment practice |
| 5.2 Reflect on ways to improve own inclusive learning, planning and assessment practice |

Unit 446

Working with the 14-16 age range in the learning environment

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| UAN: | J/503/7215 |
| Level: | Level 4 |
| Credit value: | 9 |
| GLH: | 30 |
| Assessment: | An assignment is available for this unit |

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| Learning outcome |
| The learner will: 1. Understand current educational provision and ongoing developments for 14-16 year olds |
| Assessment criteria |
| The learner can: 1.1 Review the current provision for 14-16 year olds in the compulsory and post compulsory sectors 1.2 Analyse the relationship between the compulsory and post compulsory sectors with regard to provision for 14-16 year olds 1.3 Evaluate the local implementation of partnerships between the compulsory and post compulsory sectors with regard to provision for 14-16 year olds |

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| Learning outcome |
| The learner will: 2. Understand the learning and emotional needs of 14 to 16 year olds |
| Assessment criteria |
| The learner can: 2.1 Review learning models that are appropriate for 14-16 year olds 2.2 Analyse the stages of emotional development of 14-16 year olds |

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| Learning outcome |
| The learner will: 3. Understand the roles and responsibilities of the teacher working with 14-16 year olds |
| Assessment criteria |
| The learner can: 3.1 Review the legal framework and key legislation relating to working with 14-16 year olds 3.2 Analyse own role and responsibilities in relation to working with 14-16 year olds 3.3 Evaluate the impact on own practice of legislation relating to working with 14-16 year olds |

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| Learning outcome |
| The learner will: 4. Be able to demonstrate the use of techniques and strategies to manage the learning of 14-16 year olds |
| Assessment criteria |
| The learner can: 4.1 Discuss ways of managing the learning of 14-16 year olds in the learning environment 4.2 Apply techniques and strategies to manage the learning of 14-16 year olds in the learning environment |

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| Learning outcome |
| The learner will: 5. Be able to plan, enable and assess learning for 14-16 year olds |
| Assessment criteria |
| The learner can: 5.1 Plan learning sessions for 14-16 year olds integrating communication, numeracy and ICT as appropriate 5.2 Apply a range of teaching and learning approaches that are appropriate for 14-16 year olds 5.3 Review a range of assessment methods that are appropriate for 14-16 year olds 5.4 Apply a range of assessment methods that are appropriate for 14-16 year olds |

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| Learning outcome |
| The learner will: 6. Be able to reflect and evaluate feedback to improve own practice in working with 14-16 year olds |
| Assessment criteria |
| The learner can: 6.1 Reflect on ways to improve own practice in working with the 14-16 age range |

Unit 449

Effective partnership working in the learning and teaching context

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| UAN: | Y/503/5310 |
| Level: | Level 4 |
| Credit value: | 15 |
| GLH: | 50 |
| Assessment: | An assignment is available for this unit |

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| Learning outcome |
| The learner will: 1. Understand the purpose and nature of partnership working |
| Assessment criteria |
| The learner can: 1.1 Explain reasons for partnership working 1.2 Review opportunities and challenges of working within a partnership 1.3 Review models of partnerships 1.4 Explain ways of sustaining partnerships and their outputs 1.5 Explain the need for ground rules and terms of reference in partnership working 1.6 Justify the need for realistic timescales and deadlines in effective partnership working |

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| Learning outcome |
| The learner will: 2. Understand the purpose, aims and objectives of a partnership |
| Assessment criteria |
| The learner can: 2.1 Explain the purpose of a specific partnership 2.2 Identify the aims and objectives of a specific partnership |

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| Learning outcome |
| The learner will: 3. Understand the structure and management of a partnership |
| Assessment criteria |
| The learner can: 3.1 Review individual roles and responsibilities within a specific partnership 3.2 Summarise the potential contribution of stakeholders to a specific partnership 3.3 Identify boundaries of individual roles and ownership issues within a specific partnership 3.4 Review resource implications for a specific partnership and its individual members 3.5 Review how a specific partnership is managed identifying potential management issues |

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| Learning outcome |
| The learner will: 4. Understand how to measure and report on a partnership's outputs |
| Assessment criteria |
| The learner can: 4.1 Summarise performance indicators used to measure the effectiveness of a specific partnership 4.2 Review the effectiveness of a specific partnership's outputs drawing on valid and reliable data 4.3 Summarise methods of presenting partnership outputs to interested parties |

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| Learning outcome |
| The learner will: 5. Understand how to communicate effectively within a partnership |
| Assessment criteria |
| The learner can: 5.1 Summarise methods for effective communication between partners 5.2 Review the communication strategy of a specific partnership 5.3 Review own communication methods and skills as a partnership member |

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| Learning outcome |
| <p>The learner will:</p> <p>6. Understand the wider context within which a partnership operates</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>6.1 Explain the potential impact of other stakeholders and agencies relating to a specific partnership</p> <p>6.2 Summarise the impact of key government policies and initiatives on a specific partnership</p> <p>6.3 Review ways for a partnership to establish and maintain communities of practice</p> |

Unit 450

Specialist delivery techniques and activities

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| UAN: | R/504/0229 |
| Level: | Level 4 |
| Credit value: | 9 |
| GLH: | 30 |
| Assessment: | The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted |

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| Learning outcome |
| The learner will: 1. Understand the role of specialist delivery techniques in a specific area |
| Assessment criteria |
| The learner can: 1.1 Explain the purpose of specialist delivery techniques in meeting learner needs in a specific area 1.2 Identify learning needs that can be met through the use of specialist delivery techniques 1.3 Justify the use of specialist delivery techniques to meet the needs of learners in a specific area |

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| Learning outcome |
| The learner will: 2. Be able to develop specialist delivery techniques and learning activities in own specific area |
| Assessment criteria |
| The learner can: 2.1 Review issues that influence the development of specialist delivery techniques 2.2 Select specialist delivery techniques to meet the needs of learners 2.3 Plan the use of specific learning activities to support specialist delivery techniques 2.4 Select resources to support specialist delivery techniques and learning activities 2.5 Identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners |

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| Learning outcome |
| The learner will: 3. Be able to use specialist delivery techniques and learning activities |
| Assessment criteria |
| The learner can: 3.1 Use specialist delivery techniques and learning activities to meet the needs of learners 3.2 Use a resources to support specialist delivery techniques and learning activities |

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| Learning outcome |
| The learner will: 4. Be able to evaluate own practice in relation to specialist delivery techniques |
| Assessment criteria |
| The learner can: 4.1 Review the effectiveness of own use of specialist delivery techniques to meet the needs of learners 4.2 Identify strengths and areas for improvement in own skills in the development and use of specialist delivery techniques |

Unit 451

Principles and practice of lipreading teaching

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|----------------------|--|
| UAN: | L/504/0231 |
| Level: | Level 4 |
| Credit value: | 12 |
| GLH: | 48 |
| Assessment: | The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted |

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| Learning outcome |
| The learner will: 1. Understand the physiological processes and psychological functions of hearing |
| Assessment criteria |
| The learner can: 1.1 Identify the physiological processes involved in hearing 1.2 Identify the psychological functions of hearing |

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| Learning outcome |
| The learner will: 2. Understand the effects of acquired hearing loss |
| Assessment criteria |
| The learner can: 2.1 Analyse factors which lead to acquired hearing loss 2.2 Analyse types of hearing loss and the psychological, social and emotional effects of the impact of acquired hearing loss 2.3 Analyse the impact of acquired hearing loss on education and employment opportunities |

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| Learning outcome |
| The learner will: 3. Understand ways in which amplification and lipreading are optimised by those with hearing loss |
| Assessment criteria |
| The learner can: |

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| 3.1 | Evaluate hearing aids and implants available to support hearing loss |
| 3.2 | Analyse the roles of health professionals in identifying and supporting hearing loss |
| 3.3 | Analyse the optimum conditions for lipreading and using a hearing aid |

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| Learning outcome |
| The learner will: |
| 4. Understand the phonology of spoken English and its application to lipreading learning and teaching |
| Assessment criteria |
| The learner can: |
| 4.1 Explain aspects of the phonology of spoken English which have implications for learning and teaching lipreading |
| 4.2 Identify the shapes of spoken English to adults with acquired hearing loss |
| 4.3 Explain strategies used to lipread by adults with acquired hearing loss |

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| Learning outcome |
| The learner will: |
| 5. Be able to use specialist techniques and methodology for teaching lipreading |
| Assessment criteria |
| The learner can: |
| 5.1 Explain and demonstrate the use of voice and devoice techniques in supporting lipreading development |
| 5.2 Explain and demonstrate the use of specialist methods for teaching lipreading to adults |
| 5.3 Justify own selection and use of specialist resources to support the development of lipreading skills by adults |

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| Learning outcome |
| The learner will: |
| 6. Understand assistive aids and services available to those with acquired hearing loss |
| Assessment criteria |
| The learner can: |
| 6.1 Evaluate assistive equipment available to those with hearing loss |
| 6.2 Evaluate services offered by agencies and organisations to those with acquired hearing loss |



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**.

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 candidates
- 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 candidates 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 candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLLA/e-volve assessments.

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www.cityandguilds.com

Useful contacts

| | |
|---|---|
| UK learners General qualification information | T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com |
| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres 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: centresupport@cityandguilds.com |
| Single subject qualifications 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: singlesubjects@cityandguilds.com |
| International awards 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: intops@cityandguilds.com |
| Walled Garden 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: walledgarden@cityandguilds.com |
| Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993 E: business@cityandguilds.com |
| Publications Logbooks, Centre documents, Forms, Free literature | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 |

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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-02-6304