

# Level 5 Diploma in Teaching in the Lifelong Learning Sector (Fully Integrated Route) (6305- 30-32/34)

July 2012 Version 1.0



## Qualification at a glance

<b>Subject area</b>	<b>Teaching in the Lifelong Learning Sector</b>
<b>City &amp; Guilds number</b>	6305
<b>Age group approved</b>	19+
<b>Entry requirements</b>	<p>Entry requirement for literacy, numeracy and ESOL teacher training programmes</p> <p>There is an entry requirement for those wishing to join programmes leading to qualifications for teachers of English - ESOL and Literacy and Mathematics - Numeracy. Potential teacher trainees will need to evidence Level 3 personal skills in English or Mathematics, as appropriate. This entry requirement applies to all diploma qualifications for teachers of English - ESOL and Literacy and Mathematics - Numeracy detailed in this and other LSIS qualification subject specific guidance documents.</p>
<b>Assessment</b>	Portfolio of evidence. Exemplar assignments are provided in assessment packs for centres to use to evidence the knowledge required for specific units.
<b>Fast track</b>	Available for some pathways. Please see section 5 Centre requirements for further information.
<b>Support materials</b>	<p>6304 Qualification information pack          6304/6305 Level 3 Assessment pack          6304/6305 Level 3 Answer material pack          6304/6305 Level 4 Assessment pack          6304/6305 Level 4 Answer material pack          6304/6305 Level 5 Assessment pack          6304/6305 Level 5 Answer material pack          6304/6305 Forms for centres pack</p> <p>All documents are available to download from <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>. The assessment and answer packs are password protected and approved centres / Quality Consultants can access the passwords via the Walled Garden/Online Catalogue.</p>
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector	6305-30	600/5518/2
Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector	6305-31	600/5662/9
Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector	6305-32	600/5660/5
Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector	6305-34	600/5664/2



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**Appendix 1 Sources of general information**

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# 1 Introduction

This document tells you what you need to do to deliver the qualifications

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

These qualifications will replace the Qualifications and Credit Framework (QCF) qualifications introduced in 2007<sup>1</sup>. These qualifications were developed to meet the requirements of everyone involved, (or wishing to become involved) in teaching<sup>2</sup> literacy, numeracy or ESOL in the further education (FE) sector in England. Teachers of literacy, numeracy and ESOL are deemed always to be undertaking a full teaching role. Those falling within the 2007 regulations must achieve a teaching qualification for the full teaching role and a subject specific teaching qualification. The fully integrated qualifications meet the generic and the subject specific requirement.

The qualifications integrate generic and subject specific teaching requirements. They are described as **fully integrated** qualifications because the majority of the programme is undertaken in a single subject specific cohort. In addition to these fully integrated qualifications there are also partly integrated qualifications where only the first part of the Diploma is undertaken in a subject specific cohort. The second part is undertaken in a generic or sometimes mixed literacy, numeracy and ESOL cohort.

Area	Description
Who are the qualifications for?	The fully integrated qualifications continue to meet the requirements of everyone involved, (or wishing to become involved) in teaching literacy, numeracy and ESOL in the further education (FE) sector in England. They are appropriate for: Unqualified teachers who have neither a recognised generic or subject specific teaching qualification and who are teaching or wish to teach literacy, numeracy or ESOL Those holding a recognised stand alone qualification for teaching literacy, numeracy or ESOL but do not have a generic teaching qualification. They may wish to take the opportunity to acquire another specialism at the same time as undertaking the generic requirement Unqualified teachers of Key and Functional Skills. Although these teachers are not required to hold a subject specific qualification at this time, LSIS continues to encourage teachers of these subjects to undertake subject specific qualifications.
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment and/or career progression in the FE sector.
Are the qualifications part of a framework or initiative?	These qualifications have been designed to replace the QCF qualifications introduced in 2007. These qualifications also sit on the QCF and have been updated in order to respond to sector demands and to provide increased flexibility to respond to the changing demands of the FE sector.
Who did we develop the qualification with?	They were developed in association with the Learning and Skills Improvement Service
What opportunities for progression are there?	They allow learners within employment or to the following City & Guilds qualifications. (See page 7 for further information about progression): <ul style="list-style-type: none"> <li data-bbox="759 1285 1326 1346">• Level 5 Diploma in Teaching in the Lifelong Learning Sector (6305)</li> <li data-bbox="759 1361 1401 1487">• Learners can also complete a variety of units in the Teacher Education suite of qualifications at level 4 or 5 which will provide either progression or breadth to their qualifications</li> </ul>

## 2 Types of Units

The rules of combination for this qualification are based on units of three different kinds. The distinctions are based in part on the regulatory requirements of the QCF and in part on priorities of LSIS. The qualification enables credits to be achieved through one or more of the following kinds of unit: mandatory units, restricted optional units and open optional units.

### **Mandatory units**

As the QCF term implies, these are units that must be completed in order for the qualification to be achieved. There are far fewer mandatory units in the majority of the updated qualifications compared to the diploma qualifications introduced in 2007. However, in these fully integrated qualifications almost 75% of the credit remains mandatory as much of the subject specific content is available at a single level – Level 5. (Where the same unit is available at a different level as in many of the other Diplomas this automatically makes the units optional).

### **Restricted optional units**

'Restricted' and 'open' are terms used by LSIS to draw a distinction between the ways that optional units are used in these qualifications. In the rules of combination optional units are grouped. Choice in some of the groups is limited to ensure that required content is covered while still allowing a degree of flexibility in the choice of units for part of a qualification. In particular, restricted optional units are used to provide the opportunity to take units from Learning and Development qualifications in the PTLLS element of these qualifications.

### **Open optional units**

In addition to the restricted optional units, the qualifications also offer the opportunity to achieve credits through 'open' groups of optional units. As the term implies, these groups of units offer a wide range of opportunities for specialist or 'niche' skills and knowledge to be recognised within a qualification. They are used to recognise achievements within the qualifications that go beyond the essential requirements of a qualification but enhance professional expertise in a particular area. In these fully integrated qualifications there is open optional credit available for the first time. Trainee teachers of literacy, numeracy and ESOL may wish to use this open optional credit to develop their specialism further – for example in taking units relating to the integrating of literacy, language and numeracy into vocational programmes.



The required value of open optional credit to be achieved is limited amount to six (6) credits. Units of a higher credit value of than six have been included in the open optional lists. This is because candidates may take units in combination that than lead to achievement of more credit than is required for the qualification. 120 credits is the minimum value to achieve these qualifications. The joint literacy and ESOL qualification has no open optional credit included to ensure sufficient focus on the two specialisms. For the other three qualifications there is one group of open optional units – Group G in the literacy and ESOL qualifications and Group F in the numeracy. A list of open optional units is provided in the RoC table in this document. The units themselves can be found in RITS and also the companion document: *Qualifications for teaching in the FE sector in England - All open optional units of assessment*.

Awarding organisations will use the complete RoC to develop their own qualifications. There is no requirement for them to offer all the open optional units in the RoC but they must offer sufficient to enable a learner to complete the qualification. LSIS expects that over time more units will be added to the open optional group to ensure the qualification is up to date and is responsive to changing demands on the sector. LSIS will work with partners to ensure a mechanism is developed for reviewing the open optional units and adding or removing them in a controlled way.

The open optional groups contain units developed specifically for diploma qualifications in 2007. Units are also included that have been developed for other qualifications, including those for learning and development. These are considered appropriate for the many related roles undertaken by teachers - particularly in work based learning (WBL) and adult and community learning (ACL).

## 2.1 Progression

Teaching qualifications for the FE sector were reviewed and updated as an integrated suite, with changes in one qualification being reflected in others as appropriate. Unqualified teachers of literacy, numeracy and ESOL should enrol directly on a Diploma qualification or a recognised equivalent. If they wish to take a PTLLS award as a first step, the content of those programmes is included in these fully integrated qualifications and can be recognised. These fully integrated qualifications do not allow further mandatory or restricted optional credit to be recognised from holders of a CTLLS qualification. The mandatory and restricted optional unit content from CTLLS is included in these qualifications in the unit: Learning, planning and assessment and is contextualised for each subject. However, it is possible to use open optional credit from a CTLLS qualification towards the open optional credit requirement in these qualifications.

### **Credit transfer and recognition agreement**

The LLUK review of teaching qualifications identified continuing support for the 2007 credit transfer and recognition agreement between awarding organisations and higher education institutions. This agreement attempts to ease movement between programmes by establishing an overall sequence of delivery for this suite of qualifications and providing three clear points of entry to DTLLS programmes. However, credit transfer and recognition is limited for these fully integrated qualifications. There is no requirement for qualification programmes to be delivered in two parts. Experience suggests few trainee teachers choose to move from one of these programmes to another. This will provide for much more flexible delivery of the total programme. There is a requirement in relation to the PTLLS element of the programme:

- LSIS requires the units included in the PTLLS awards to be delivered before other units in these Diploma qualifications. This will allow those who have achieved a PTLLS Award to join the DTLLS programme at an appropriate point. The units to be delivered first are specified below
- Trainee teachers joining a Diploma qualification programme already holding a PTLLS Award - LSIS recognises the six (6) and twelve (12) credit PTLLS qualifications as meeting the same requirements. Therefore Recognition of Prior Learning will apply to the fullest extent between the two versions of the qualification when learners progress to DTLLS. Learners should not be required to present new evidence during this process. Ofqual have confirmed their agreement to this approach
- Achievement of these Diploma qualifications permits a maximum of twelve (12) credits at level 3. LSIS guidance for PTLLS and CTLLS qualifications requests that trainee teachers are made aware of this when deciding which level of qualification to undertake. Trainee teachers should also be aware that is difficult for many HEIs to recognise credit at level 3.

Further information on the credit transfer and recognition agreement is included in each of the LSIS qualification guidance documents as appropriate.

### **Preparing to Teach in the Lifelong Learning Sector (PTLLS)**

The majority of literacy, numeracy and ESOL trainee teachers are unlikely to undertake a discrete PTLLS as a way to achieve their threshold licence to practise. Those registering on QCF integrated qualifications will take the PTLLS requirement as the first unit of the 120 credit programmes. Although it would be possible for a qualification to be awarded when this is achieved, it is more likely that there will be some recognition of credit without the need for the award of a qualification. Those undertaking Certificate in Education (Cert Ed) or Post Graduate (or Professional Graduate) Certificate in Education (PGCE) programmes commonly cover the PTLLS requirement within a larger module of learning at the start of their programme.

LSIS does not consider there is a need to develop a contextualised PTLLS award for literacy, numeracy or ESOL at this time. Those offering PTLLS awards may contextualise them to any subject or context if that is considered of value. Within these fully integrated diploma qualifications it is likely the PTLLS element of the programme will be contextualised to the relevant subject and delivered at Level 4 - even though this is not required. This is reflected in the diagrams below: Qualification structure at a glance. However, detail is given for all the PTLLS units in each of the qualification descriptions as some learners may have already achieved these units and will seek recognition for them. Additionally, some providers may wish to offer a wider range of units from PTLLS than suggested above.

### **3 Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector**

#### **Qualification aim**

The generic Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is the teaching qualification developed for the full teaching role in the further education sector in England – though it can be used more widely. This Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector is contextualised for teachers of literacy. It is a separate qualification from DTLLS in the QCF.

Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed previously by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Potential trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

#### **Purpose**

The Level 5 Diploma qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. It is the required qualification for those teaching in a full teaching role and covered by regulation or contractual requirement.

#### **Credit value of the qualification**

Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector is 120 hours

#### **Guided Learning hours for the qualification**

Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector is 360 hours

The majority of this qualification must be delivered to a single subject cohort of trainee teachers. The elements not required to be subject specific are the PTLLS element and two mandatory units:

- Continuing personal and professional development
- Wider professional practice

## **Practice**

There is a requirement for a minimum of 100 hours of practice. This has been reduced from the previous requirement for 150 hours. This is to support access to the qualifications for those with only a limited amount of practice available to them. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Approximately 80% of practice should be in a literacy learning and teaching environment. The remaining practice can be in other areas of learning and teaching

Literacy practice must be undertaken within at least two of the three levels of the literacy curriculum - Entry Level and one other - Level 1 or Level 2. There is a requirement to evidence working with groups of learners to achieve this qualification though the PTLLS element allows for working solely with individuals. There are particular practice requirements for certain units in the PTLLS element of this qualification. The requirements are detailed below.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. LSIS recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

- the number of teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a variety of learners
- teaching individuals and groups
- experience of non-teaching roles
- gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.

For the following units there is no requirement to undertake practice:

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 and Level 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 and Level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)
- Unit 512 - Literacy and the learners (Level 5)
- Unit 514 - Literacy, ESOL and the learners (Level 5)
- Unit 513 - Literacy theories and frameworks (Level 5)

For the following unit there is no requirement to undertake practice other than as microteaching for assessment purposes:

- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

This will allow candidates to start on programmes and achieve units without a practical teaching element

However, this is a minimum requirement and centres may wish to include a practice requirement for their programme.

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

- Unit 441 - Learning, planning assessment: Literacy (Level 4)
- Unit 544 - Literacy learning and teaching (Level 5)
- Unit 547 - Curriculum development for inclusive practice: Literacy (Level 5)
- Unit 505 - Continuing personal and professional development (Level 5)

The following units require candidates to undertake practice in a work environment. Practice should be in the appropriate context – either with groups of learners or with individual learners.

- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)

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

- Unit 408 - Develop learning and development programmes (Level 4)
- Engage learners in the learning and development process (Level 3)
- Engage with employers to develop and support learning provision (Level 3)
- Unit 418 - Engage with employers to facilitate workforce development (Level 4)
- Unit 426 - Identify the learning needs of organisations (Level 4)
- Unit 428 - Internally assure the quality of assessment (Level 4)

### **Observed and assessed practice**

There must be a minimum of eight (8) observations totalling a minimum of eight (8) hours. (This excludes any observed practice completed as part of a PTLLS award). Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. Six (6) assessed observations must be of literacy learning and teaching. These should include at least two literacy observations at entry level.

Observations can be formative or summative. LSIS recognises the importance of feedback for the development of teachers in initial training. The awarding organisation will decide the sufficiency of evidence required to make a judgment about the standard of practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish. There are particular requirements for certain units and these are detailed below.

All those observing and assessing practice should have:

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

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

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 and 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 and Level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)
- Unit 512 - Literacy and the learners (Level 5)
- Unit 514 - Literacy, ESOL and the learners (Level 5)
- Unit 513 - Literacy theories and frameworks (Level 5)

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

- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

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

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

- Unit 441 - Learning, planning assessment: Literacy (Level 4)
- Unit 544 - Literacy learning and teaching (Level 5)
- Unit 547 - Curriculum development for inclusive practice: Literacy (Level 5)
- Unit 505 - Continuing personal and professional development (Level 5)
- Unit 518 - Wider professional practice (Level 5)

The following units assess occupational competence and require candidates to be assessed in a work environment. Practice assessed should be in the appropriate context – either with individual learners or groups of learners.

- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)
- Unit 312 - Identify individual learning and development needs (Level 3)
- Unit 406 - Develop and prepare learning and development resources (Level 4)

There are additional requirements for those who assess these units. They must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
  - a) the Level 3 Award in Assessing Competence in the Work Environment or
  - b) the Level 3 Certificate in Assessing Vocational Achievement, or
  - c) A1 Assess candidate performance using a range of methods, or
  - d) D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and learning and development.



### **Units for assessing and assuring the quality of assessment**

Many of the units in this suite of qualifications are available in the Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector  
Included as restricted optional units are:

- Unit 308 - Understanding the principles and practices of assessment (Level 3)

Included as open optional units are

- Unit 314 - Assess occupational competence in the work environment (Level 3)
- Unit 436 - Understanding the principles and practices of internally assuring the quality of assessment (Level 4)
- Unit 428 - Internally assure the quality of assessment (Level 4)

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

### **Credit transfer and recognition**

Any of the following units selected from this Diploma RoC must be delivered at the beginning of the programme:

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 or level 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 or level 4)
- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 or level 4)
- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 or level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)

This will support trainees to achieve the PTLLS requirement within their first year of training and will allow those holding a PTLLS award to join these partly integrated qualifications at an identified point.

### **Minimum core of literacy, language, numeracy and ICT**

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

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

### **Requirements for knowledge and understanding elements**

All elements of the minimum core must be covered and assessed in this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage in the document are provided as guidance only. There is no requirement to deliver or assess knowledge and understanding elements in the units of assessment that are part of the PTLLS requirement. The elements can be delivered and assessed across any other mandatory and restricted optional units. This is a change from the previous guidance for these qualifications as there is no longer a requirement to deliver the qualification in two parts.

### **Requirements for personal skills in English, mathematics and ICT elements**

All trainee teachers joining this qualification programme have to evidence personal skills in English at Level 3. There is no requirement for summative assessment of the numeracy and ICT personal skills minimum core elements in this qualification. Teachers will need to evidence these skills at a minimum of Level 2 when they seek QTLS or ATLS status. Trainee teachers should undertake an initial assessment of skills in numeracy and ICT. If they join the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed. Using the results of these assessments programmes should provide the opportunity to develop their skills informed by the appropriate minimum core elements.

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

## Structure

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

90 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 87 credits from Group A
- 3 credits from Group B
- 6 credits from Group C or Group D
- 3 credits from Group E
- 15 credits from Group F
- 6 credits from Group G

<b>Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector</b>					
<b>Total credit value of qualification: 120 credits</b>					
Credit value at Level 5 or above			Minimum 90 credits		
Credit value at Level 3			Maximum 12 credits		
Credit value of mandatory units			87 credits		
Credit value of optional units			33 credits		
<b>Unit no.</b>	<b>Unit title</b>	<b>Level</b>	<b>GLH</b>	<b>Credit value</b>	<b>Assessment</b>
<b>Group A</b>					
Eighty seven (87) credits must be achieved from this group					
<b>441</b>	Learning, planning and assessment: Literacy	4	12	30	Portfolio
<b>537</b>	Enabling learning through assessment: Literacy	5	12	30	Portfolio
<b>534</b>	Applying theories and principles for planning and enabling inclusive learning and teaching: Literacy	5	12	30	Portfolio
<b>547</b>	Curriculum development for inclusive practice: Literacy	5	12	30	Portfolio
<b>505</b>	Continuing personal and professional development: Literacy	5	12	30	Portfolio
<b>518</b>	Wider professional practice	5	12	30	Portfolio
<b>513</b>	Literacy theories and frameworks	5	15	40	Assignment
<b>Group B</b>					
Three (3) credits must be achieved from this group					

<b>301</b>	Roles, responsibilities and relationships in lifelong learning	3	3	12	Assignment
<b>401</b>	Roles, responsibilities and relationships in lifelong learning	4	3	12	Assignment
<b>Group C</b>					
Six (6) credits must be achieved from Group C or Group D Three (3) credits from sub group C1 and 3 credits from sub group C2					
<b>Sub group C1</b>					
<b>303</b>	Understanding inclusive learning and teaching in lifelong learning	3	3	12	Assignment
<b>403</b>	Understanding inclusive learning and teaching in lifelong learning	4	3	12	Assignment
<b>Sub group C2</b>					
<b>304</b>	Using inclusive learning and teaching approaches in lifelong learning	3	3	12	Portfolio
<b>404</b>	Using inclusive learning and teaching approaches in lifelong learning	4	3	12	Portfolio
<b>Group D</b>					
Six (6) credits must be achieved from Group C or Group D					
<b>305</b>	Facilitate learning and development for individuals	3	6	25	Portfolio
<b>306</b>	Facilitate learning and development in groups	3	6	25	Portfolio
<b>429</b>	Manage learning and development in groups	3	6	30	Portfolio
<b>Group E</b>					
Three (3) credits must be achieved from this group					
<b>307</b>	Principles of assessment in lifelong learning	3	3	12	Assignment
<b>407</b>	Principles of assessment in lifelong learning	4	3	12	Assignment
<b>308</b>	Understanding the principles and practices of assessment	3	3	24	Assignment
<b>Group F</b>					
Fifteen (15) credits must be achieved from this group					
<b>512</b>	Literacy and the learners	5	15	40	Assignment

<b>514</b>	Literacy, ESOL and the learners	5	15	40	Assignment
<b>Group G</b>					
Six (6) credits must be achieved from these optional units					
<b>502</b>	Action learning to support development of subject specific pedagogy	5	15	50	Assignment
<b>501</b>	Action learning for teaching in a specialist area of disability	5	15	40	Assignment
<b>503</b>	Action research	5	15	50	Assignment
<b>314</b>	Assess occupational competence in the work environment	3	6	30	Portfolio
<b>315</b>	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	3	6	30	Portfolio
<b>316</b>	(The) Coaching and mentoring roles	3	6	30	Portfolio
<b>416</b>	(The) Coaching and mentoring roles	4	6	30	Portfolio
<b>408</b>	Develop learning and development programmes	4	6	30	Portfolio
<b>422</b>	Developing, using and organising resources within the lifelong learning sector	4	15	50	Portfolio
<b>522</b>	Developing, using and organising resources within the lifelong learning sector	5	15	50	Portfolio
<b>449</b>	Effective partnership working in the learning and teaching context	4	15	50	Assignment
<b>549</b>	Effective partnership working in the learning and teaching context	5	15	50	Assignment
<b>317</b>	Engage learners in the learning and development process	3	6	30	Portfolio

<b>318</b>	Engage with employers to develop and support learning provision	3	6	25	Portfolio
<b>418</b>	Engage with employers to facilitate workforce development	4	6	30	Assignment
<b>319</b>	Equality and diversity	3	6	25	Assignment
<b>419</b>	Equality and diversity	4	6	25	Assignment
<b>508</b>	ESOL and the learners	5	15	40	Assignment
<b>509</b>	ESOL theories and frameworks	5	15	40	Assignment
<b>425</b>	Evaluating learning programmes	4	3	15	Assignment
<b>543</b>	Improving numeracy knowledge, understanding and practice	5	15	40	Portfolio
<b>426</b>	Identify the learning needs of organisations	4	6	30	Portfolio
<b>511</b>	Inclusive learning and teaching for disabled learners	5	15	40	Portfolio
<b>427</b>	Inclusive practice	4	15	50	Assignment
<b>527</b>	Inclusive practice	5	15	50	Assignment
<b>428</b>	Internally assure the quality of assessment	4	6	45	Portfolio
<b>432</b>	(The) Lifelong learning sector	4	15	50	Assignment
<b>532</b>	(The) Lifelong learning sector	5	15	50	Assignment
<b>515</b>	Numeracy and the learners	5	15	40	Assignment
<b>320</b>	Preparing for the coaching role	3	3	15	Assignment
<b>420</b>	Preparing for the coaching role	4	3	15	Assignment
<b>321</b>	Preparing for the mentoring role	3	3	15	Assignment
<b>421</b>	Preparing for the mentoring role	4	3	15	Assignment

<b>323</b>	Quality procedures within the lifelong learning sector	3	6	25	Assignment
<b>423</b>	Quality procedures within the lifelong learning sector	4	6	20	Assignment
<b>431</b>	Teaching in a specialist area	4	15	50	Assignment
<b>516</b>	Tutoring and course leadership in the lifelong learning sector	5	15	50	Portfolio
<b>436</b>	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45	Portfolio
<b>433</b>	Understanding and managing behaviours in a learning environment	4	6	20	Assignment
<b>434</b>	Understanding and managing behaviours in a learning environment	4	15	50	Portfolio
<b>517</b>	Understanding theories and frameworks for teaching disabled learners	5	15	40	Portfolio
<b>437</b>	Using study skills approaches and techniques to enhance the learning of others	4	6	25	Portfolio
<b>438</b>	Working with individual learners	4	15	50	Portfolio
<b>439</b>	Working with individuals and small groups in a learning environment	4	9	30	Portfolio
<b>446</b>	Working with the 14-19 age range in the learning environment	4	9	30	Assignment
<b>546</b>	Working with the 14-19 age range in the learning environment	5	15	50	Assignment

Where assignment is listed please note that sample assignments are available in the corresponding unit packs ([www.cityandguilds.com](http://www.cityandguilds.com))

## **4 Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector**

### **Qualification aim**

The generic Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is the teaching qualification developed for the full teaching role in the further education sector in England – though it can be used more widely. This Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector is contextualised for teachers of ESOL. It is a separate qualification from DTLLS in the QCF.

Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Potential trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

### **Purpose**

The Level 5 Diploma qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. It is the required qualification for those teaching in a full teaching role and covered by regulation or contractual requirement.

### **Credit value of the qualification**

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

### **Guided Learning hours for the qualification**

Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector is 360 hours



The majority of this qualification must be delivered to a single subject cohort of trainee teachers. The elements not required to be subject specific are the PTLLS element and two mandatory units:  
Continuing personal and professional development

Wider professional practice

## **Practice**

There is a requirement for a minimum of 100 hours of practice. This has been reduced from the previous requirement for 150 hours. This is to support access to the qualifications for those with only a limited amount of practice available to them. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Approximately 80% of practice should be in an ESOL learning and teaching environment. The remaining practice can be in other areas of learning and teaching.

ESOL practice must be undertaken within at least two of the three levels of the ESOL curriculum - Entry Level and one other - Level 1 or Level 2. There is a requirement to evidence working with groups of learners to achieve this qualification though the PTLLS element allows for working solely with individuals. There are particular practice requirements for certain units in the PTLLS element of this qualification. The requirements are detailed below.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. LSIS recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

- the number of teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a variety of learners
- teaching individuals and groups
- experience of non-teaching roles
- gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.

For the following units there is no requirement to undertake practice:

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 and Level 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 and Level 4) Understanding the principles and practices of assessment (Level 3)
- Unit 508 - ESOL and the learners (Level 5)
- Unit 514 - Literacy, ESOL and the learners (Level 5)
- Unit 509 - ESOL theories and frameworks (Level 5)

For the following unit there is no requirement to undertake practice other than as microteaching for assessment purposes:

- Unit 304 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

This will allow candidates to start on programmes and achieve units without a practical teaching element

However, this is a minimum requirement and centres may wish to include a practice requirement for their programme.

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

- Unit 443 - Learning, planning assessment: ESOL (Level 4)
- Unit 542 - ESOL learning and teaching (Level 5)
- Unit 551 - Curriculum development for inclusive practice: ESOL (Level 5)
- Unit 505 - Continuing personal and professional development (Level 5)

The following units require candidates to undertake practice in a work environment. Practice should be in the appropriate context – either with groups of learners or with individual learners.

- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)

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

- Unit 408 - Develop learning and development programmes (Level 4)
- Unit 317 - Engage learners in the learning and development process (Level 3)
- Unit 318 - Engage with employers to develop and support learning provision (Level 3)
- Unit 418 - Engage with employers to facilitate workforce development (Level 4)
- Unit 426 - Identify the learning needs of organisations (Level 4)
- Unit 428 - Internally assure the quality of assessment (Level 4)

### **Observed and assessed practice**

There must be a minimum of eight (8) observations totalling a minimum of eight (8) hours. (This excludes any observed practice completed as part of a PTLLS award). Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the programme. Six (6) assessed observations must be of ESOL learning and teaching. These should include at least two ESOL observations at entry level.

Observations can be formative or summative. LSIS recognises the importance of feedback for the development of teachers in initial training. The awarding organisation will decide the sufficiency of evidence required make a judgment about practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish. There are particular requirements for certain units and these are detailed below.

All those observing and assessing practice should have:

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

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

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 and 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 and Level 4)
- Unit 308/408 - Understanding the principles and practices of assessment (Level 3)
- Unit 508 - ESOL and the learners (Level 5)
- Unit 514 - Literacy, ESOL and the learners (Level 5)
- Unit 509 - ESOL theories and frameworks (Level 5)

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

- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

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

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

- Unit 443 - Learning, planning assessment: ESOL (Level 4)
- Unit 542 - ESOL learning and teaching (Level 5)
- Unit 551 - Curriculum development for inclusive practice: ESOL (Level 5)
- Unit 505 - Continuing personal and professional development (Level 5)
- Unit 518 - Wider professional practice (Level 5)

The following units assess occupational competence and require candidates to be assessed in a work environment. Practice assessed should be in the appropriate context – either with individual learners or groups of learners.

- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)
- Unit 312 - Identify individual learning and development needs (Level 3)
- Unit 406 - Develop and prepare learning and development resources (Level 4)

There are additional requirements for those who assess these units. They must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
  - a) the Level 3 Award in Assessing Competence in the Work Environment or
  - b) the Level 3 Certificate in Assessing Vocational Achievement, or
  - c) A1 Assess candidate performance using a range of methods, or
  - d) D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and learning and development.

### **Credit transfer and recognition**

Any of the following units selected from this Diploma RoC must be delivered at the beginning of the programme:

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 or level 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 or level 4)
- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 or level 4)
- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 or level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)

This will support trainees to achieve the PTLLS requirement within their first year of training and will allow those holding a PTLLS award to join these partly integrated qualifications at an identified point.

### **Minimum core of literacy, language, numeracy and ICT**

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

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

### **Requirements for knowledge and understanding elements**

All elements of the minimum core must be covered and assessed in this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage in the document are provided as guidance only. There is no requirement to deliver or assess knowledge and understanding elements in the units of assessment that are part of the PTLLS requirement. The elements can be delivered and assessed across any other mandatory and restricted optional units. This is a change from the previous guidance for these qualifications as there is no longer a requirement to deliver the qualification in two parts.

### **Requirements for personal skills in English, mathematics and ICT elements**

All trainee teachers joining this qualification programme have to evidence personal skills in English at Level 3. There is no requirement for summative assessment of the numeracy and ICT personal skills minimum core elements in this qualification. Teachers will need to evidence these skills at a minimum of Level 2 when they seek QTLS or ATLS status. Trainee teachers should undertake an initial assessment of skills in numeracy and ICT. If they join the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed. Using the results of these assessments programmes should provide the opportunity to develop their skills informed by the appropriate minimum core elements.

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

## Structure

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

90 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 87 credits from Group A
- 3 credits from Group B
- 6 credits from Group C or Group D
- 3 credits from Group E
- 15 credits from Group F
- 6 credits from Group G

<b>Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector</b>					
<b>Total credit value of qualification: 120 credits</b>					
Credit value at Level 5 or above			Minimum 90 credits		
Credit value at Level 3			Maximum 12 credits		
Credit value of mandatory units			87 credits		
Credit value of optional units			33 credits		
<b>Unit no.</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>	<b>Assessment</b>
<b>Group A</b>					
Eighty seven (87) credits must be achieved from this group					
<b>443</b>	Learning, planning and assessment: ESOL	4	12	30	Portfolio
<b>536</b>	Enabling learning through assessment: ESOL	5	12	30	Portfolio
<b>533</b>	Applying theories and principles for planning and enabling inclusive learning and teaching: ESOL	5	12	30	Portfolio
<b>551</b>	Curriculum development for inclusive practice: ESOL	5	12	30	Portfolio
<b>505</b>	Continuing personal and professional development	5	12	30	Portfolio
<b>518</b>	Wider professional practice	5	12	30	<b>Portfolio</b>

<b>509</b>	ESOL theories and frameworks	5	15	40	Assignment
<b>Group B</b>					
Three (3) credits must be achieved from this group					
<b>301</b>	Roles, responsibilities and relationships in lifelong learning	3	3	12	Assignment
<b>401</b>	Roles, responsibilities and relationships in lifelong learning	4	3	12	Assignment
<b>Group C</b>					
Six (6) credits must be achieved from Group C or Group D Three (3) credits from sub group C1 and 3 credits from sub group C2					
<b>Sub group C1</b>					
<b>303</b>	Understanding inclusive learning and teaching in lifelong learning	3	3	12	Assignment
<b>403</b>	Understanding inclusive learning and teaching in lifelong learning	4	3	12	Assignment
<b>Sub group C2</b>					
<b>304</b>	Using inclusive learning and teaching approaches in lifelong learning	3	3	12	Portfolio
<b>404</b>	Using inclusive learning and teaching approaches in lifelong learning	4	3	12	Portfolio
<b>Group D</b>					
Six (6) credits must be achieved from Group C or Group D					
<b>305</b>	Facilitate learning and development for individuals	3	6	25	Portfolio
<b>306</b>	Facilitate learning and development in groups	3	6	25	Portfolio
<b>429</b>	Manage learning and development in groups	3	6	30	Portfolio
<b>Group E</b>					
Three (3) credits must be achieved from this group					
<b>307</b>	Principles of assessment in lifelong learning	3	3	12	Assignment



<b>407</b>	Principles of assessment in lifelong learning	4	3	12	Assignment
<b>308</b>	Understanding the principles and practices of assessment	3	3	24	Assignment
<b>Group F</b>					
Fifteen (15) credits must be achieved from this group					
<b>508</b>	ESOL and the learners	5	15	40	Assignment
<b>514</b>	Literacy, ESOL and the learners	5	15	40	Assignment
<b>Group G</b>					
Six (6) credits must be achieved from optional units					
<b>502</b>	Action learning to support development of subject specific pedagogy	5	15	50	Assignment
<b>501</b>	Action learning for teaching in a specialist area of disability	5	15	40	Assignment
<b>503</b>	Action research	5	15	50	Assignment
<b>314</b>	Assess occupational competence in the work environment	3	6	30	Portfolio
<b>315</b>	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	3	6	30	Portfolio
<b>316</b>	(The) Coaching and mentoring roles	3	6	30	Portfolio
<b>416</b>	(The) Coaching and mentoring roles	4	6	30	Portfolio
<b>408</b>	Develop learning and development programmes	4	6	30	Portfolio
<b>422</b>	Developing, using and organising resources within the lifelong learning sector	4	15	50	Portfolio

<b>522</b>	Developing, using and organising resources within the lifelong learning sector	5	15	50	Portfolio
<b>449</b>	Effective partnership working in the learning and teaching context	4	15	50	Assignment
<b>549</b>	Effective partnership working in the learning and teaching context	5	15	50	Assignment
<b>317</b>	Engage learners in the learning and development process	3	6	30	Portfolio
<b>318</b>	Engage with employers to develop and support learning provision	3	6	25	Portfolio
<b>418</b>	Engage with employers to facilitate workforce development	4	6	30	Assignment
<b>319</b>	Equality and diversity	3	6	25	Assignment
<b>419</b>	Equality and diversity	4	6	25	Assignment
<b>425</b>	Evaluating learning programmes	4	3	15	Assignment
<b>426</b>	Identify the learning needs of organisations	4	6	30	Portfolio
<b>543</b>	Improving numeracy knowledge, understanding and practice	5	15	40	Portfolio
<b>511</b>	Inclusive learning and teaching for disabled learners	5	15	40	Portfolio
<b>427</b>	Inclusive practice	4	15	50	Assignment
<b>527</b>	Inclusive practice	5	15	50	Assignment
<b>428</b>	Internally assure the quality of assessment	4	6	45	Portfolio
<b>432</b>	(The) Lifelong learning sector	4	15	50	Assignment

<b>532</b>	(The) Lifelong learning sector	5	15	50	Assignment
<b>512</b>	Literacy and the learners	5	15	40	Assignment
<b>513</b>	Literacy theories and frameworks	5	15	40	Assignment
<b>515</b>	Numeracy and the learners	5	15	40	Assignment
<b>320</b>	Preparing for the coaching role	3	3	15	Assignment
<b>420</b>	Preparing for the coaching role	4	3	15	Assignment
<b>321</b>	Preparing for the mentoring role	3	3	15	Assignment
<b>421</b>	Preparing for the mentoring role	4	3	15	Assignment
<b>323</b>	Quality procedures within the lifelong learning sector	3	6	25	Assignment
<b>423</b>	Quality procedures within the lifelong learning sector	4	6	20	Assignment
<b>431</b>	Teaching in a specialist area	4	15	50	Assignment
<b>516</b>	Tutoring and course leadership in the lifelong learning sector	5	15	50	Portfolio
<b>436</b>	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45	Portfolio
<b>433</b>	Understanding and managing behaviours in a learning environment	4	6	20	Assignment
<b>434</b>	Understanding and managing behaviours in a learning environment	4	15	50	Portfolio

<b>517</b>	Understanding theories and frameworks for teaching disabled learners	5	15	40	Portfolio
<b>437</b>	Using study skills approaches and techniques to enhance the learning of others	4	6	25	Portfolio
<b>438</b>	Working with individual learners	4	15	50	Portfolio
<b>439</b>	Working with individuals and small groups in a learning environment	4	9	30	Portfolio
<b>446</b>	Working with the 14-19 age range in the learning environment	4	9	30	Assignment
<b>546</b>	Working with the 14-19 age range in the learning environment	5	15	50	Assignment

## **5 Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector**

### **Qualification aim**

The generic Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is the teaching qualification developed for the full teaching role in the further education sector in England – though it can be used more widely. This Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector is contextualised for those teaching literacy and ESOL. It is a separate qualification from DTLLS in the QCF.

Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Potential trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

### **Purpose**

The Level 5 Diploma qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. It is the required qualification for those teaching in a full teaching role and covered by regulation or contractual requirement.

### **Credit value of the qualification**

Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector is 120 credits

### **Guided Learning hours for the qualification**

Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector is 360 hours

The majority of this qualification must be delivered to a subject specific cohort of trainee teachers. The elements not required to be subject specific are the PTLLS element and two mandatory units: Continuing personal and professional development Wider professional practice

## **Practice**

There is a requirement for a minimum of 100 hours of practice. This has been reduced from the previous requirement for 150 hours. This is to support access to the qualifications for those only a limited amount of practice available to them. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. All practice should be in literacy and ESOL learning and teaching environments. Approximately 35% of the teaching practice hours should be with classes where the intention is to provide literacy teaching, and another 35% should be with classes where the intention is to provide ESOL teaching. The remaining practice hours can be in either context.

Literacy and ESOL practice must be undertaken within entry levels of the literacy and ESOL curricula. Teaching hours should also be evidenced at one other level - Level 1 or Level 2 in either literacy or ESOL contexts. There is a requirement to evidence working with groups of learners to achieve this qualification though the PTLLS element allows for working solely with individuals. There are particular practice requirements for certain units in the PTLLS element of this qualification. The requirements are detailed below.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. LSIS recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training: the number of teaching practice locations/settings/contexts teaching across more than one level teaching a variety of learners teaching individuals and groups experience of non-teaching roles gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.

For the following units there is no requirement to undertake practice:

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 and Level 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 and Level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)
- Unit 539 - English: Literacy and ESOL and the learners (Level 5)
- Unit 540 - English: Literacy and ESOL theories and frameworks (Level 5)

For the following unit there is no requirement to undertake practice other than as microteaching for assessment purposes:

- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

This will allow candidates to start on programmes and achieve units without a practical teaching element

However, this is a minimum requirement and centres may wish to include a practice requirement for their programme.

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

- Unit 444 - Learning, planning assessment: Literacy and ESOL (Level 4)
- Unit 540 - English: Literacy and ESOL learning and teaching (Level 5)
- Unit 548 - Curriculum development for inclusive practice: Literacy and ESOL (Level 5)
- Unit 505 - Continuing personal and professional development (Level 5)
- Unit 518 - Wider professional practice (Level 5)

The following units require candidates to undertake practice in a work environment. Practice should be in the appropriate context – either with groups of learners or with individual learners.

- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)

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

- Unit 408 - Develop learning and development programmes (Level 4)
- Unit 317 - Engage learners in the learning and development process (Level 3)
- Unit 318 - Engage with employers to develop and support learning provision (Level 3)
- Unit 418 - Engage with employers to facilitate workforce development (Level 4)
- Unit 426 - Identify the learning needs of organisations (Level 4)
- Unit 428 - Internally assure the quality of assessment (Level 4)

### **Observed and assessed practice**

There must be a minimum of eight (8) observations totalling a minimum of eight (8) hours. (This excludes any observed practice completed as part of a PTLLS award). Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the programme. Three (3) assessed observations must be of literacy learning and teaching and three (3) assessed observations must be of ESOL learning and teaching. These should include at least one observation in each subject at entry level. The remaining two can be in either context.

Observations can be formative or summative. LSIS recognises the importance of feedback for the development of teachers in initial training. The awarding organisation will decide the sufficiency of evidence required to make a judgment about practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish. There are particular requirements for certain units and these are detailed below.

All those observing and assessing practice should have:

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



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

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 and 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 and Level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)

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

- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

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

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

- Unit 444 - Learning, planning assessment: Literacy and ESOL (Level 4)
- Unit 540 - English: Literacy and ESOL learning and teaching (Level 5)
- Unit 551 - Curriculum development for inclusive practice: Literacy and ESOL (Level 5)
- Unit 505 - Continuing personal and professional development (Level 5)
- Unit 518 - Wider professional practice (Level 5)

The following units assess occupational competence and require candidates to be assessed in a work environment. Practice assessed should be in the appropriate context – either with individual learners or groups of learners.

- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)
- Unit 312 - Identify individual learning and development needs (Level 3)
- Unit 406 - Develop and prepare learning and development resources (Level 4)

There are additional requirements for those who assess these units. They must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
  - a) the Level 3 Award in Assessing Competence in the Work Environment or
  - b) the Level 3 Certificate in Assessing Vocational Achievement, or
  - c) A1 Assess candidate performance using a range of methods, or
  - d) D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and learning and development.

### **Units for assessing and assuring the quality of assessment**

Many of the units in this suite of qualifications are available in the Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector  
Included as restricted optional units are:

- Unit 308 - Understanding the principles and practices of assessment (Level 3)

Included as open optional units are

- Unit 314 - Assess occupational competence in the work environment (Level 3)
- Unit 436 - Understanding the principles and practices of internally assuring the quality of assessment (Level 4)
- Unit 428 - Internally assure the quality of assessment (Level 4)

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

### **Credit transfer and recognition**

Any of the following units selected from this Diploma RoC must be delivered at the beginning of the programme:

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 or level 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 or level 4)
- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 or level 4)
- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 or level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)

This will support trainees to achieve the PTLLS requirement within their first year of training and will allow those holding a PTLLS award to join these partly integrated qualifications at an identified point.

### **Minimum core of literacy, language, numeracy and ICT**

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

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

### **Requirements for knowledge and understanding elements**

All elements of the minimum core must be covered and assessed in this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage in the document are provided as guidance only. There is no requirement to deliver or assess knowledge and understanding elements in the units of assessment that are part of the PTLLS requirement. The elements can be delivered and assessed across any other mandatory and restricted optional units. This is a change from the previous guidance for these qualifications as there is no longer a requirement to deliver the qualification in two parts.

### **Requirements for personal skills in English, mathematics and ICT elements**

All trainee teachers joining this qualification programme have to evidence personal skills in English at Level 3. There is no requirement for summative assessment of the numeracy and ICT personal skills minimum core elements in this qualification. Teachers will need to evidence these skills at a minimum of Level 2 when they seek QTLS or ATLS status. Trainee teachers should undertake an initial assessment of skills in numeracy and ICT. If they join the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed. Using the results of these assessments programmes should provide the opportunity to develop their skills informed by the appropriate minimum core elements.

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

## Structure

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

96 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 108 credits from Group A
- 3 credits from Group B
- 6 credits from Group C or Group D
- 3 credits from Group E

<b>Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector</b>					
<b>Total credit value of qualification: 120 credits</b>					
Credit value at Level 5 or above		Minimum 96 credits			
Credit value at Level 3		Maximum 12 credits			
Credit value of mandatory units		108 credits			
Credit value of optional units		12 credits			
<b>Unit no.</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>	<b>Assessment</b>
<b>Group A</b>					
One hundred and eight (108) credits must be achieved from this group					
<b>539</b>	English: Literacy and ESOL and the learners	5	20	60	Assignment
<b>541</b>	English: Literacy and ESOL theories and frameworks	5	20	60	Assignment
<b>540</b>	English: Literacy and ESOL learning and teaching	5	20	60	Portfolio
<b>444</b>	Learning, planning and assessment: Literacy and ESOL	4	12	60	Portfolio
<b>548</b>	Curriculum development for inclusive practice: Literacy and ESOL	5	12	30	Portfolio
<b>505</b>	Continuing personal and professional development	5	12	30	Portfolio
<b>518</b>	Wider professional practice	5	12	30	Portfolio
<b>Group B</b>					
Three (3) credits must be achieved from this group					
<b>301</b>	Roles, responsibilities and relationships in lifelong learning	3	3	12	Assignment

<b>401</b>	Roles, responsibilities and relationships in lifelong learning	4	3	12	Assignment
<b>Group C</b>					
Six (6) credits must be achieved from Group C or Group D Three (3) credits from sub group C1 and 3 credits from sub group C2					
Sub group C1					
<b>303</b>	Understanding inclusive learning and teaching in lifelong learning	3	3	12	Assignment
<b>403</b>	Understanding inclusive learning and teaching in lifelong learning	4	3	12	Assignment
Sub group C2					
<b>304</b>	Using inclusive learning and teaching approaches in lifelong learning	3	3	12	Portfolio
<b>404</b>	Using inclusive learning and teaching approaches in lifelong learning	4	3	12	Portfolio
<b>Group D</b>					
Six (6) credits must be achieved from Group C or Group D					
<b>305</b>	Facilitate learning and development for individuals	3	6	25	Portfolio
<b>306</b>	Facilitate learning and development in groups	3	6	25	Portfolio
<b>429</b>	Manage learning and development in groups	3	6	30	Portfolio
<b>Group E</b>					
Three (3) credits must be achieved from this group					
<b>307</b>	Principles of assessment in lifelong learning	3	3	12	Assignment
<b>407</b>	Principles of assessment in lifelong learning	4	3	12	Assignment
<b>308</b>	Understanding the principles and practices of assessment	3	3	24	Assignment

## **6 Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector**

### **Qualification aim**

The generic Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is the teaching qualification developed for the full teaching role in the further education sector in England – though it can be used more widely. This Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector is contextualised for teachers of numeracy. It is a separate qualification from DTLLS in the QCF.

Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Potential trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

### **Purpose**

The Level 5 Diploma qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. It is the required qualification for those teaching in a full teaching role and covered by regulation or contractual requirement.

### **Credit value of the qualification**

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

### **Guided Learning hours for the qualification**

Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector is 360 hours

The majority of this qualification must be delivered to a single subject cohort of trainee teachers. The elements not required to be subject specific are the PTLLS element and two mandatory units:

- Continuing personal and professional development
- Wider professional practice

## **Practice**

There is a requirement for a minimum of 100 hours of practice. This has been reduced from the previous requirement for 150 hours. This is to support access to the qualifications for those with only a limited amount of practice available to them. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Approximately 80% of practice should be in a numeracy learning and teaching environment. The remaining practice can be in other areas of learning and teaching.

Numeracy practice must be undertaken within at least two of the three levels of the numeracy curriculum - Entry Level and one other - Level 1 or Level 2. There is a requirement to evidence working with groups of learners to achieve this qualification though the PTLLS element allows for working solely with individuals. There are particular practice requirements for certain units in the PTLLS element of this qualification. The requirements are detailed below.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. LSIS recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

- the number of teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a variety of learners
- teaching individuals and groups
- experience of non-teaching roles
- gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.



For the following units there is no requirement to undertake practice:

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 and Level 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 and Level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)
- Unit 515 - Numeracy and the learners (Level 5)
- Unit 543 - Improving numeracy knowledge, understanding and practice (Level 5)

For the following unit there is no requirement to undertake practice other than as microteaching for assessment purposes:

- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

This will allow candidates to start on programmes and achieve units without a practical teaching element

However, this is a minimum requirement and centres may wish to include a practice requirement for their programme.

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

- Unit 442 - Learning, planning assessment: Numeracy (Level 4)
- Unit 545 - Numeracy learning and teaching (Level 5)
- Unit 550 - Curriculum development for inclusive practice: Numeracy (Level 5)
- Unit 505 - Continuing personal and professional development (Level 5)

The following units require candidates to undertake practice in a work environment. Practice should be in the appropriate context – either with groups of learners or with individual learners.

- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)

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

- Unit 408 - Develop learning and development programmes (Level 4)
- Unit 317 - Engage learners in the learning and development process (Level 3)
- Unit 318 - Engage with employers to develop and support learning provision (Level 3)
- Unit 418 - Engage with employers to facilitate workforce development (Level 4)
- Unit 426 - Identify the learning needs of organisations (Level 4)
- Unit 428 - Internally assure the quality of assessment (Level 4)

### **Observed and assessed practice**

There must be a minimum of eight (8) observations totalling a minimum of eight (8) hours. (This excludes any observed practice completed as part of a PTLLS award). Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the programme. Six (6) assessed observations must be of literacy learning and teaching. These should include at least two literacy observations at entry level.

Observations can be formative or summative. LSIS recognises the importance of feedback for the development of teachers in initial training. The awarding organisation will decide the sufficiency of evidence required to make a judgment about practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish. There are particular requirements for certain units and these are detailed below.

All those observing and assessing practice should have:

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

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

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 and 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 and Level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)

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

- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

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

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

- Unit 442 - Learning, planning assessment: Numeracy (Level 4)
- Unit 545 - Numeracy learning and teaching (Level 5)
- Unit 550 - Curriculum development for inclusive practice: Numeracy (Level 5)
- Unit 505 - Continuing personal and professional development (Level 5)
- Unit 518 - Wider professional practice (Level 5)

The following units assess occupational competence and require candidates to be assessed in a work environment. Practice assessed should be in the appropriate context – either with individual learners or groups of learners.

- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)
- Unit 312 - Identify individual learning and development needs (Level 3)
- Unit 406 - Develop and prepare learning and development resources (Level 4)

There are additional requirements for those who assess these units. They must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
  - a) the Level 3 Award in Assessing Competence in the Work Environment or
  - b) the Level 3 Certificate in Assessing Vocational Achievement, or
  - c) A1 Assess candidate performance using a range of methods, or
  - d) D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and learning and development.

### **Units for assessing and assuring the quality of assessment**

Many of the units in this suite of qualifications are available in the Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector  
Included as restricted optional units are:

- Unit 308 - Understanding the principles and practices of assessment (Level 3)

Included as open optional units are

- Unit 314 - Assess occupational competence in the work environment (Level 3)
- Unit 436 - Understanding the principles and practices of internally assuring the quality of assessment (Level 4)
- Unit 428 - Internally assure the quality of assessment (Level 4)

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

### **Credit transfer and recognition**

Any of the following units selected from this Diploma RoC must be delivered at the beginning of the programme:

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 or level 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 or level 4)
- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 or level 4)
- Unit 305 - Facilitate learning and development for individuals (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)
- Unit 307 - Principles of assessment in lifelong learning (Level 3 or level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)

This will support trainees to achieve the PTLLS requirement within their first year of training and will allow those holding a PTLLS award to join these partly integrated qualifications at an identified point.

### **Minimum core of literacy, language, numeracy and ICT**

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

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

### **Requirements for knowledge and understanding elements**

All elements of the minimum core must be covered and assessed in this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage in the document are provided as guidance only. There is no requirement to deliver or assess knowledge and understanding elements in the units of assessment that are part of the PTLLS requirement. The elements can be delivered and assessed across any other mandatory and restricted optional units. This is a change from the previous guidance for these qualifications as there is no longer a requirement to deliver the qualification in two parts.

### **Requirements for personal skills in English, mathematics and ICT elements**

All trainee teachers joining this qualification programme have to evidence personal skills in Mathematics at Level 3. There is no requirement for summative assessment of the literacy, language and ICT personal skills minimum core elements in this qualification. Teachers will need to evidence these skills at a minimum of Level 2 when they seek QTLS or ATLS status. Trainee teachers should undertake an initial assessment of skills in numeracy and ICT. If they join the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed. Using the results of these assessments programmes should provide the opportunity to develop their skills informed by the appropriate minimum core elements. Opportunities to develop these personal skills should be across the mandatory and restricted optional units as a minimum. LSIS supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as teachers.

## Structure

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

90 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 102 credits from Group A
- 3 credits from Group B
- 6 credits from Group C or Group D
- 3 credits from Group E
- 6 credits from Group F

<b>Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector</b>					
<b>Total credit value of qualification: 120 credits</b>					
Credit value at Level 5 or above		Minimum 90 credits			
Credit value at Level 3		Maximum 12 credits			
Credit value of mandatory units		102 credits			
Credit value of optional units		18 credits			
<b>Unit no.</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>	<b>Assessment</b>
<b>Group A</b>					
Eighty seven (87) credits must be achieved from this group					
<b>543</b>	Improving numeracy knowledge, understanding and practice	5	15	40	Portfolio
<b>515</b>	Numeracy and the learners	5	15	40	Assignment
<b>442</b>	Learning, planning and assessment: Numeracy	4	12	40	Portfolio
<b>538</b>	Enabling learning through assessment: Numeracy	5	12	30	Portfolio
<b>535</b>	Applying theories and principles for planning and enabling inclusive learning and teaching: Numeracy	5	12	30	Portfolio
<b>550</b>	Curriculum development for inclusive practice: Numeracy	5	12	30	Portfolio
<b>505</b>	Continuing personal and professional development	5	12	30	Portfolio
<b>518</b>	Wider professional practice	5	12	30	Portfolio

<b>Group B</b>					
Three (3) credits must be achieved from this group					
<b>301</b>	Roles, responsibilities and relationships in lifelong learning	3	3	12	Assignment
<b>401</b>	Roles, responsibilities and relationships in lifelong learning	4	3	12	Assignment
<b>Group C</b>					
Six (6) credits must be achieved from Group C or Group D Three (3) credits from sub group C1 and 3 credits from sub group C2					
<b>Sub group C1</b>					
<b>303</b>	Understanding inclusive learning and teaching in lifelong learning	3	3	12	Assignment
<b>403</b>	Understanding inclusive learning and teaching in lifelong learning	4	3	12	Assignment
<b>Sub group C2</b>					
<b>304</b>	Using inclusive learning and teaching approaches in lifelong learning	3	3	12	Portfolio
<b>404</b>	Using inclusive learning and teaching approaches in lifelong learning	4	3	12	Portfolio
<b>Group D</b>					
Six (6) credits must be achieved from Group C or Group D					
<b>305</b>	Facilitate learning and development for individuals	3	6	25	Portfolio
<b>306</b>	Facilitate learning and development in groups	3	6	25	Portfolio
<b>429</b>	Manage learning and development in groups	3	6	30	Portfolio
<b>Group E</b>					
Three (3) credits must be achieved from this group					
<b>307</b>	Facilitate learning and development for individuals	3	3	25	Assignment
<b>407</b>	Facilitate learning and development in groups	3	3	25	Assignment
<b>308</b>	Manage learning and development in groups	3	3	30	Assignment
<b>Group F</b>					
Six (6) credits must be achieved from this optional units					

<b>502</b>	Action learning to support development of subject specific pedagogy	5	15	50	Assignment
<b>501</b>	Action learning for teaching in a specialist area of disability	5	15	40	Assignment
<b>503</b>	Action research	5	15	50	Assignment
<b>314</b>	Assess occupational competence in the work environment	3	6	30	Portfolio
<b>315</b>	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	3	6	30	Portfolio
<b>316</b>	(The) Coaching and mentoring roles	3	6	30	Portfolio
<b>416</b>	(The) Coaching and mentoring roles	4	6	30	Portfolio
<b>408</b>	Develop learning and development programmes	4	6	30	Portfolio
<b>422</b>	Developing, using and organising resources within the lifelong learning sector	4	15	50	Portfolio
<b>522</b>	Developing, using and organising resources within the lifelong learning sector	5	15	50	Portfolio
<b>449</b>	Effective partnership working in the learning and teaching context	4	15	50	Assignment
<b>549</b>	Effective partnership working in the learning and teaching context	5	15	50	Assignment
<b>317</b>	Engage learners in the learning and development process	3	6	30	Portfolio
<b>318</b>	Engage with employers to develop and support learning provision	3	6	25	Portfolio
<b>418</b>	Engage with employers to facilitate workforce development	4	6	30	Assignment



<b>319</b>	Equality and diversity	3	6	25	Assignment
<b>419</b>	Equality and diversity	4	6	25	Assignment
<b>508</b>	ESOL and the learners	5	15	40	Assignment
<b>509</b>	ESOL theories and frameworks	5	15	40	Assignment
<b>425</b>	Evaluating learning programmes	4	3	15	Assignment
<b>426</b>	Identify the learning needs of organisations	4	6	30	Portfolio
<b>511</b>	Inclusive learning and teaching for disabled learners	5	15	40	Portfolio
<b>427</b>	Inclusive practice	4	15	50	Assignment
<b>527</b>	Inclusive practice	5	15	50	Assignment
<b>428</b>	Internally assure the quality of assessment	4	6	45	Portfolio
<b>432</b>	(The) Lifelong learning sector	4	15	50	Assignment
<b>532</b>	(The) Lifelong learning sector	5	15	50	Assignment
<b>512</b>	Literacy and the learners	5	15	40	Assignment
<b>513</b>	Literacy theories and frameworks	5	15	40	Assignment
<b>514</b>	Literacy, ESOL and the learners	5	15	40	Assignment
<b>320</b>	Preparing for the coaching role	3	3	15	Assignment
<b>420</b>	Preparing for the coaching role	4	3	15	Assignment
<b>321</b>	Preparing for the mentoring role	3	3	15	Assignment
<b>421</b>	Preparing for the mentoring role	4	3	15	Assignment
<b>323</b>	Quality procedures within the lifelong learning sector	3	6	25	Assignment
<b>423</b>	Quality procedures within the lifelong learning sector	4	6	20	Assignment

<b>431</b>	Teaching in a specialist area	4	15	50	Assignment
<b>516</b>	Tutoring and course leadership in the lifelong learning sector	5	15	50	Portfolio
<b>436</b>	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45	Portfolio
<b>433</b>	Understanding and managing behaviours in a learning environment	4	6	20	Assignment
<b>434</b>	Understanding and managing behaviours in a learning environment	4	15	50	Portfolio
<b>517</b>	Understanding theories and frameworks for teaching disabled learners	5	15	40	Portfolio
<b>437</b>	Using study skills approaches and techniques to enhance the learning of others	4	6	25	Portfolio
<b>438</b>	Working with individual learners	4	15	50	Portfolio
<b>439</b>	Working with individuals and small groups in a learning environment	4	9	30	Portfolio
<b>446</b>	Working with the 14-19 age range in the learning environment	4	9	30	Assignment
<b>546</b>	Working with the 14-19 age range in the learning environment	5	15	50	Assignment



## 7 Centre requirements

### Approval

If your Centre is currently approved to offer 7305 you will receive automatic approval for the same level(s) as your 7305 approval as follows:

If your centre is approved to offer 7305-12 and 92 you will receive automatic approval for the 6305-30 Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector – 600/5518/2

If your centre is approved to offer 7305-13 and 93 you will receive automatic approval for the 6305-31 Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector – 600/5662/9

If your centre is approved to offer 7305-14 and 94 you will receive automatic approval for the 6305-32 Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector – 600/5660/5

If your centre is approved to offer 7305-12 and 13 you will receive automatic approval for the 6305-34 Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector – 600/5664/2

### Centres not already offering City & Guilds qualifications

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

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

### Resource requirements

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards.

### Centre staffing

Members of staff delivering the 6305 DTLLS must hold a minimum of a level 4 teaching/training qualification. Core staff must also have experience of delivering and assessing teaching qualifications at level 5 or above. Staff without the required experience must follow an induction programme and work shadow a qualified/experienced member of the team until they have achieved the required qualifications and experience. Records must be maintained for external verification purposes. There should be a balance of staff who fulfil the qualification/experience requirements to ensure a robust assessment and quality assurance system. All staff should also engage in on-going CPD activities.

Some of the units also require assessors/quality assurers to hold appropriate assessor/verifier qualifications. Specific information is given in each section of this handbook in the sections regarding individual qualification requirements. Imported units MUST be assessed and

internally verified in accordance with the assessment strategy of the originating qualifications.

A centre offering these qualifications must provide internal quality assurance to ensure that all assessment needs are fully met.

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

### **Assessors**

All those who assess these specified units must:

- already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance  
hold one of the following qualifications or their recognised equivalent:
  - 6317-31/81 Level 3 Award in Assessing Competence in the Work Environment or
  - 6317-33/83 Level 3 Certificate in Assessing Vocational Achievement, or
  - A1 Assess learner performance using a range of methods, or
  - D32 Assess learner performance and D33 Assess learners using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance.

## Internal Quality Assurers

All those who quality assure these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following assessor qualifications or their recognised equivalent:
  - the 6317-31 Level 3 Award in Assessing Competence in the Work Environment, *or*
  - the 6317-33 Level 3 Certificate in Assessing Vocational Achievement, *or*
  - A1 Assess candidate performance using a range of methods, *or*
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - the 6317-41 Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, *or*
  - the 6317-42 Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*
  - V1 Conduct internal quality assurance of the assessment process, *or*
  - D34 Internally verify the assessment process.
- show current evidence of continuing professional development in assessment and quality assurance.

## Continuing professional development (CPD)

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

## Learner entry requirements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT (see below – section 6).

It should also be noted that learners joining the programme should be qualified/experienced in the subject they intend to teach, and have access to 30 hours teaching practice in a real life teaching and learning situation. In addition, the nature of the qualification is such that learners should have the ability to manage the requirements of the level of the qualification they are taking, read and interpret written tasks, and write responses in a legible and understandable form. Learners will also need to be able to organise written information clearly and coherently.

There are no other nationally agreed entry requirements.

## Age restrictions

City & Guilds cannot accept any registrations for anyone under the age of 19, as these qualifications are not approved for under 19s.



## 8 Delivering the qualification

### Initial assessment and induction

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

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

For these qualifications it is also recommended that all trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. The initial assessment should be robust and identify development needs. Trainee teachers must be able to demonstrate adequate levels of written English appropriate to the level of qualification taken. Any development needs identified in the initial assessment should be recorded and an action plan agreed. For trainee teachers who join the programme having already completed a PTLLS award, their record of development needs and previous action plan should be revisited, reviewed and further developed.

Opportunities to develop these personal skills should be across the mandatory and restricted optional units as a minimum.

City & Guilds supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as associate teachers.

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

In addition, throughout the programme, learners working at level 4 need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in an understanding of the relationship between theory/principles and practice; evidence of research and reading; evidence of consideration of practice that is in accordance with professional values and an academic style of writing (Harvard system is recommended) Writing should be concise, and learners should provide evidence of careful planning. Learner assessments should be word processed wherever possible.



## Appendix 1 Sources of general information

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

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

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of 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 e-assessments



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## Useful contacts

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

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

## About City & Guilds

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

## City & Guilds Group

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

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