

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

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>	There is an entry requirement for those wishing to join programmes leading to qualifications for teachers of English - Literacy and ESOL 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 - Literacy and ESOL and Mathematics - Numeracy detailed in this and other City & Guilds qualification subject specific guidance documents.
<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>	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  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.
<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 in the Lifelong Learning Sector (English: Literacy)	6305-30	600/5518/2
Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: ESOL)	6305-31	600/5662/9
Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics: Numeracy)	6305-32	600/5660/5



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# 1 Introduction

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

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

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

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

These qualifications will replace the Qualifications and Credit Framework (QCF) qualification 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 **partly integrated** qualifications as 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. In addition to these partly integrated qualifications there are also fully integrated qualifications where the majority of the programme is undertaken in a single subject specific cohort.

Area	Description
Who are the qualifications for?	<p>The partly 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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Those holding a recognised 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</li> <li>• Unqualified teachers of Key and Functional Skills. Although these teachers are not required to hold a subject specific qualification at this time, City &amp; Guilds continues to encourage teachers of these subjects to undertake subject specific qualifications.</li> </ul>
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?	<p>They allow learners within employment or to the following City &amp; Guilds qualifications. (See page 7 for further information about progression):</p> <ul style="list-style-type: none"> <li>• Level 5 Diploma in Teaching in the Lifelong Learning Sector (6305)</li> <li>• 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 four different kinds. The distinctions are based in part on the regulatory requirements of the QCF and in part on priorities of City & Guilds. The qualification enables credits to be achieved through one or more of the following kinds of unit: mandatory units, restricted optional units, open optional units and units that are permitted in the RoC as 'other credit'.

### **Mandatory units**

As the QCF term implies, these are units that must be completed in order for the qualification to be achieved. There are far fewer mandatory units in the updated qualifications compared to the diploma qualifications introduced in 2007. Reducing the number of mandatory units, and the proportion of credits that must be achieved through these units, opens up the opportunity to recognise a far wider range of achievements through optional units relevant to a wide range of employment roles. There may be concern that there are too few mandatory units in the updated qualifications compared to 2007 versions of the qualifications. However, it should be noted that some units are optional only in as much as the unit is available at level 3 and level 4 and for others the choice is restricted (see below).

### **Restricted optional units**

'Restricted' and 'open' are terms used by City & Guilds 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. Restricted options therefore encourage movement between different teaching activity and context within the sector, while ensuring that essential skills and knowledge are covered within each qualification.

### **Open optional units**

In addition to the restricted options, the qualifications also offer the opportunity to achieve credits through 'open' groups of optional units. As the term implies, these groups of units offer a wide range of opportunities for specialist or 'niche' skills and knowledge to be recognised within a qualification. They are used to recognise achievements within the qualifications that go beyond the essential requirements of a qualification but enhance professional expertise in a particular area. There is one group of optional units in this diploma qualification – Group 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. City & Guilds expects that over time more units will be added to the open optional group to ensure the qualification is up to date and respond to changing demands on the sector. City & Guilds 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 these diploma qualifications in 2007. Units are also included that have been developed for other qualifications, including those for learning and development. These are considered appropriate for the many related roles undertaken by teachers - particularly in work based learning (WBL) and adult and community learning (ACL).

### **Other credit**

In addition to restricted and open optional units, the qualification also offers the opportunity to achieve credits through units that are included in the RoC as 'other' credit. These units are not listed. For this qualification City & Guilds has permitted units to be drawn from any sector though they must be at a minimum of Level 3. This gives the opportunity to use units that are related to subjects and areas of expertise teachers deliver in the further education. The ability to achieve a small proportion of credits through these 'unlisted' units is intended to encourage movement into the lifelong learning sector of those with skills developed in other contexts and sectors, particularly skills related to employment. This provides an opportunity to recognise the dual professionalism of teachers in the further education sector in England. Optional unit Group G (21 credits in total) specifies that up to six (6) of these can be through the use of other credits. However, all twenty one credits can be taken from those units listed in the group if an awarding organisation makes that opportunity available for centres.



## 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. Unqualified teachers of literacy should enrol on this Diploma qualification or a recognised equivalent. If they wish to take a PTLLS award as a first step, the content of those programmes is included in these diploma programmes and can be recognised. The structure of this qualification does not allow further mandatory or restricted optional credit to be recognised from holders of a CTLLS qualification. 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**

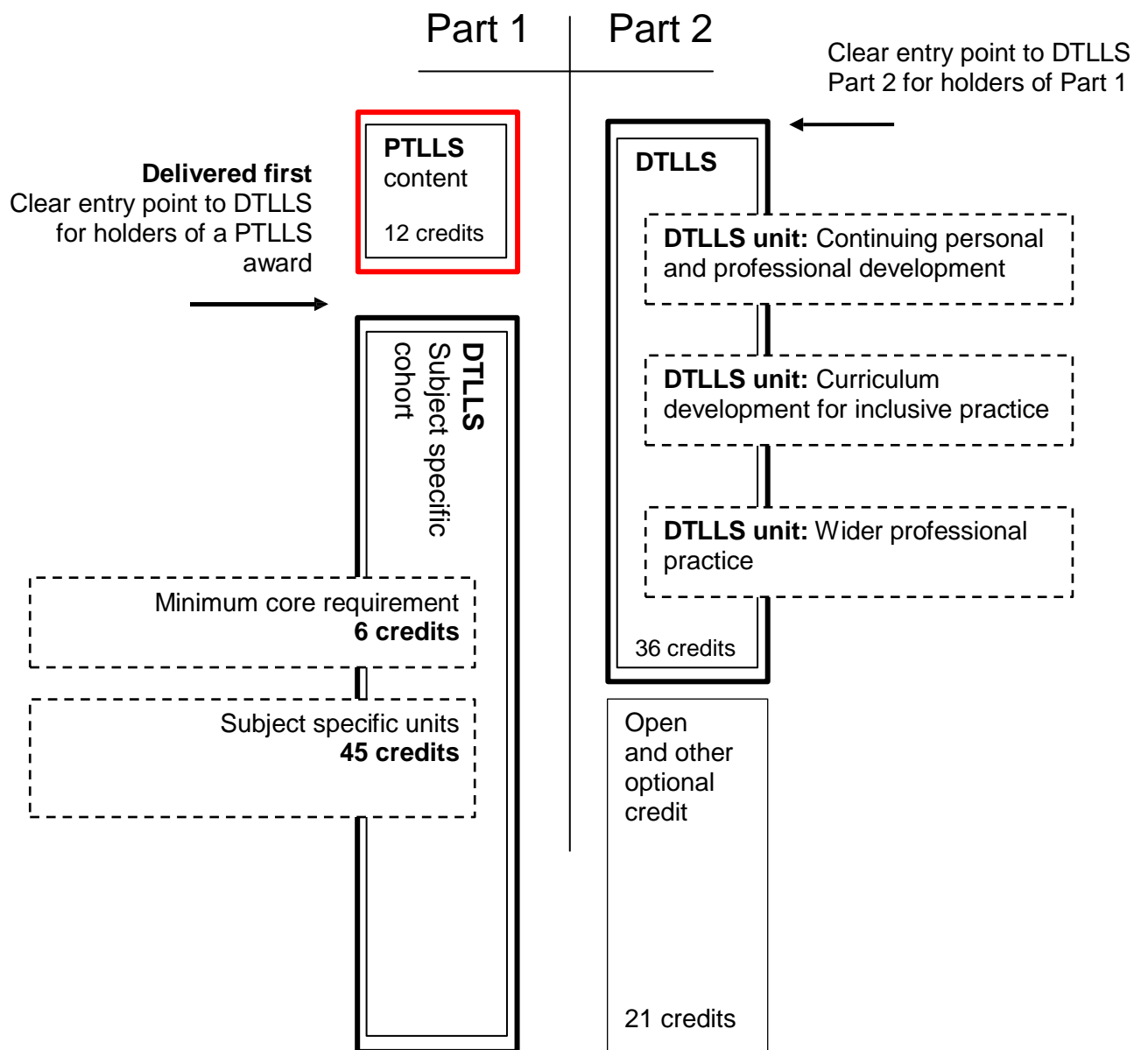
The LLUK review of teaching qualifications identified continuing support for the 2007 credit transfer and recognition agreement between awarding organisations and higher education institutions. This agreement attempts to ease movement between programmes by establishing an overall sequence of delivery for this suite of qualifications and providing three clear points of entry to DTLLS programmes. The sequence includes whole and part qualifications. Not all the difficulties associated with the recognition of credit can be overcome by the agreement. It is important that potential trainee teachers have access to the information they need to make choices about the qualifications they need to undertake. Some of the important information is detailed here.

- LSIS requires the DTLLS qualification to be delivered in two parts of approximately sixty credits each. In these partly integrated qualifications the first part is sixty three (63) credits to ensure coverage of the minimum core of literacy, language, numeracy and ICT (see below for further information on the minimum core). The mandatory and restricted optional units are assigned to one of the parts and must not be delivered in the other. In these qualifications the PTLLS elements and the subject specific units are in Part 1. Sequencing delivery into two parts supports those wishing to move to another programme at a mid point, providing them with a clear entry point to Part 2.
- In these partly integrated qualifications trainees move from a subject specific Part 1 to a generic cohort in Part 2. They can do this within the same programme or change to another awarding organisation or HEI programme. Although a trainee would only require fifty seven (57) credits in part two of the programme it is recognised that this may not be possible when moving programmes and they may be required to complete sixty credits. It should be remembered that the 120 credit value of these qualifications is the minimum requirement for achievement of this qualification. More credit than this can be achieved.
- LSIS requires the units included in the PTLLS awards to be delivered before other units in this Diploma qualification. This will allow those who have achieved a PTLLS Award to join the DTLLS programme at an appropriate point. The units to be delivered first are specified below

- Trainee teachers may join a Diploma qualification programme already holding a PTLLS Award. City & Guilds recognises the six (6) and twelve (12) credit PTLLS qualifications as meeting the same requirements. Therefore Recognition of Prior Learning will apply to the fullest extent between the two versions of the qualification when learners progress to DTLLS. Learners should not be required to present new evidence during this process. Ofqual have confirmed their agreement to this approach
- The mandatory and restricted optional credit in the CTLLS qualifications (24 credits) cannot be used towards achievement of these qualifications. The content of these units is covered in the subject specific units. Therefore there is no second point of entry for holders of a CTLLS qualification
- For holders of a CTLLS qualification the twelve open optional credits from a CTLLS qualification could contribute to the achievement of these partly integrated qualifications. For qualifications developed in the QCF they can be accepted as long as the level of the credit permits a candidate to meet the RoC (see the next bullet point below). Recognising this credit is not part of the credit transfer and recognition agreement. HEIs are encouraged to support this recognition where possible.
- Achievement of these qualifications permits a maximum of twelve (12) credits at level 3. Those trainee teachers undertaking PTLLS and CTLLS qualifications should be made aware of this when deciding which level of qualification to undertake. They should be aware that there are two mandatory units at Level 3 in these partly integrated qualifications - with a combined credit value of six (6). These relate to the minimum core. This reduces how much level 3 credit can be recognised from a PTLLS and CTLLS. If a trainee has taken a PTLLS qualification at Level 4 they could take optional units up to a value of six credits at Level 3 if these are available. Trainee teachers should also be aware that it 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 City & Guilds qualification guidance documents as appropriate.

# Credit transfer and recognition agreement



### **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 diploma 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 would most likely cover the PTLLS requirement within a larger module of learning at the start of their programme.

City & Guilds does not consider there is a need to develop a contextualised PTLLS award for literacy, numeracy or ESOL at this time. Those offering the PTLLS awards may contextualise them to any subject or context if that is considered valuable. Within these partly integrated diploma qualifications it is likely this element of the programme will be contextualised to the relevant subject.

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

The Level 5 Diploma in Teaching in the Lifelong Learning Sector is the teaching qualification developed particularly for the full teaching role in the further education sector in England – though it can be used more widely. This qualification is a pathway within the DTLLS qualification for teachers of literacy. Part 1 of the qualification must be undertaken in a subject specific cohort. In Part 2 the trainees can join with others from their community of practice though the optional credit available still allows for further specialisation.

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

#### **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**

120

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

360 (as defined by the Skills Funding Agency)

Please refer to the rules of combination below for details of guided learning hours for each units of assessment.

## **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. All practice in Part 1 (50 hours) should be in a literacy learning and teaching environment.

Practice in Part 1 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 parts of the qualification allow for working with individuals. There are particular requirements for certain units in the PTTLS 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. City & Guilds 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.

City & Guilds 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. City & Guilds supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.

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

- Roles, responsibilities and relationships in lifelong learning (Level 3 and Level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Principles of assessment in lifelong learning (Level 3 and Level 4)
- Understanding the principles and practices of assessment (Level 3)
- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of numeracy for learning and teaching (Level 3)
- Literacy and the learners (Level 5)
- Literacy, ESOL and the learners (Level 5)
- Literacy theories and frameworks (Level 5)

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

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

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

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

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

- Literacy learning and teaching (Level 5) (subject specific context)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (Level 5)
- 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.

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- 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.

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

## 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. These are minimum requirements whatever combination of units is undertaken by a candidate to achieve the qualification. In Part 1 there must be a minimum of four (4) observations totalling a minimum of four (4) hours. All four must be in a literacy subject specific context. Assessed observations should include at least one literacy observation at entry level.

Observations can be formative or summative. City & Guilds 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 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.

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

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

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

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



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

- Literacy learning and teaching (Level 5) (subject specific context)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (Level 5)
- Wider professional practice (Level 5)

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

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Manage learning and development in groups (Level 4)
- Identify individual learning and development needs (Level 3)
- Develop and prepare learning and development resources (Level 4)

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

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
  - 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 in the Lifelong Learning Sector

Included as restricted optional units are:

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

Included as open optional units are

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

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

### **Credit transfer and recognition**

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

- Roles, responsibilities and relationships in lifelong learning (Level 3 or level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 or level 4)
- Using inclusive learning and teaching approaches in lifelong learning (Level 3 or level 4)
- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Manage learning and development in groups (Level 4)
- Principles of assessment in lifelong learning (Level 3 or level 4)
- Understanding the principles and practices of assessment (Level 3)

This will support trainees to achieve the PTLLS requirement within their first year of training and will allow those holding a PTLLS award to join 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 must be covered and assessed in Part 1 of this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage are provided in the document as guidance only. The literacy and language requirements will be covered in the following subject specific units:

- Literacy, ESOL and the learners (Level 5)
- Literacy theories and frameworks (Level 5)
- Literacy learning and teaching (Level 5)

The numeracy and ICT requirements will be covered in two specific units:

- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of numeracy for learning and teaching (Level 3)

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

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

All trainee teachers joining this qualification programme 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. 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 teachers.

## Structure

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

A minimum of 81 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 72 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
- 21 credits from Group G

<b>Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: Literacy)</b>					
<b>Total credit value of qualification: 120 credits</b>					
Credit value at Level 5 or above			Minimum 81 credits		
Credit value at Level 3			Maximum 12 credits		
Credit value of mandatory units			72 credits		
Credit value of optional units			48 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>					
Seventy two (72) credits must be achieved from this group					
<b>505</b>	Continuing personal and professional development	5	12	30	Portfolio
<b>506</b>	Curriculum development for inclusive practice	5	12	30	Portfolio
<b>518</b>	Wider professional practice	5	12	30	Portfolio
<b>324</b>	Applying knowledge of ICT for learning and teaching	3	3	15	Assignment
<b>326</b>	Applying knowledge of numeracy for learning and teaching	3	3	15	Assignment
<b>544</b>	Literacy learning and teaching	5	15	40	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	4	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>					
Twenty one (21) credits must be achieved from this group					
<ul style="list-style-type: none"> <li>• A minimum of 15 credits must be achieved from listed units</li> <li>• A maximum of 6 credits can be achieved from other credit</li> </ul>					
<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>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>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

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

The Level 5 Diploma in Teaching in the Lifelong Learning Sector is the teaching qualification developed particularly for the full teaching role in the further education sector in England – though it can be used more widely. This qualification is a pathway within the DTLLS qualification for teachers of ESOL. Part 1 of the qualification must be undertaken in a subject specific cohort. In the second part trainees can join with others from their community of practice though the optional credit allows for further specialisation.

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

### **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**

120

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

360 (as defined by the Skills Funding Agency)

Please refer to the rules of combination below for details of guided learning hours for each units of assessment.

## **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 access to only a limited amount of practice. All practice in Part 1 (50 hours) should be in an ESOL learning and teaching environment. This is a minimum requirement of the qualification and awarding organisations may require more if they wish.

Practice in Part 1 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 parts of the qualification allow for working with individuals. There are particular requirements for certain units in the PTTLS 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. City & Guilds 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.

City & Guilds 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. City & Guilds supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.

For the following units there is no requirement to undertake practice

- Roles, responsibilities and relationships in lifelong learning (Level 3 and Level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Principles of assessment in lifelong learning (Level 3 and Level 4)
- Understanding the principles and practices of assessment (Level 3)
- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of numeracy for learning and teaching (Level 3)
- ESOL and the learners (Level 5)
- Literacy, ESOL and the learners (Level 5)
- ESOL theories and frameworks (Level 5)

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

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

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

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

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

- ESOL learning and teaching (Level 5) (subject specific context)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (Level 5)
- 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.

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- 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.

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

## Observed and assessed practice

There must be a minimum of 8 observations totalling a minimum of 8 hours. (This excludes any observed practice completed as part of a PTLLS award). Observations should be appropriately spaced throughout the whole programme. Any single observation must be a minimum of half an hour. These are minimum requirements whatever combination of units is undertaken by a candidate to achieve the qualification. In Part 1 there must be a minimum of four observations totalling a minimum of four hours. All four must be in an ESOL subject specific context. Assessed observations should include at least one ESOL observation at entry level.

Observations can be formative or summative. City & Guilds 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.

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

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

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

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

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

- ESOL learning and teaching (Level 5) (subject specific context)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (Level 5)
- Wider professional practice (Level 5)

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

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Manage learning and development in groups (Level 4)
- Identify individual learning and development needs (Level 3)
- Develop and prepare learning and development resources (Level 4)

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

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
  - 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 in the Lifelong Learning Sector

Included as restricted optional units are:

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

Included as open optional units are

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

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

### **Credit transfer and recognition**

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

- Roles, responsibilities and relationships in lifelong learning (Level 3 or level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 or level 4)
- Using inclusive learning and teaching approaches in lifelong learning (Level 3 or level 4)
- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Manage learning and development in groups (Level 4)
- Principles of assessment in lifelong learning (Level 3 or level 4)
- Understanding the principles and practices of assessment (Level 3)

This will support trainees to achieve the PTLLS requirement within their first year of training and will allow those holding a PTLLS award to join 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 must be covered and assessed in Part 1 of this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage are provided in the document as guidance only. The literacy and language requirements will be covered in the following subject specific units:

Literacy, ESOL and the learners (Level 5)

ESOL theories and frameworks (Level 5)

ESOL learning and teaching (Level 5)

The numeracy and ICT requirements will be covered in two specific units:

Applying knowledge of ICT for learning and teaching (Level 3)

Applying knowledge of numeracy for learning and teaching (Level 3)

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

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

All trainee teachers joining this qualification programme 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. 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 teachers.



## Structure

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

81 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 72 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
- 21 credits from Group G

<b>Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: ESOL)</b>					
<b>Total credit value of qualification: 120 credits</b>					
Credit value at Level 5 or above			Minimum 81 credits		
Credit value at Level 3			Maximum 12 credits		
Credit value of mandatory units			72 credits		
Credit value of optional units			48 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>					
Seventy two (72) credits must be achieved from this group					
<b>505</b>	Continuing personal and professional development	5	12	30	Portfolio
<b>506</b>	Curriculum development for inclusive practice	5	12	30	Portfolio
<b>518</b>	Wider professional practice	5	12	30	Portfolio
<b>324</b>	Applying knowledge of ICT for learning and teaching	3	3	15	Assignment
<b>326</b>	Applying knowledge of numeracy for learning and teaching	3	3	15	Assignment
<b>542</b>	ESOL learning and teaching	5	15	40	Portfolio
<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	4	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>					
Twenty one (21) credits must be achieved from this group					
<ul style="list-style-type: none"> <li>• A minimum of 15 credits must be achieved from listed units</li> <li>• A maximum of 6 credits can be achieved from other credit</li> </ul>					
<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>514</b>	Literacy, ESOL and the learners	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 in the Lifelong Sector (Mathematics: Numeracy)**

The Level 5 Diploma in Teaching in the Lifelong Learning Sector is the teaching qualification developed particularly for the full teaching role in the further education sector in England – though it can be used more widely. This qualification is a pathway in the DTLLS qualification for teachers of numeracy. Part 1 of the qualification must be undertaken in a subject specific cohort. In the second part trainees can join with others from their community of practice though the optional credit allows for further specialisation.

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

### **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**

120

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

360 (as defined by the Skills Funding Agency)

Please refer to the rules of combination below for details of guided learning hours for each units of assessment.

## **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 access to only a limited amount of practice. All practice in Part 1 (50 hours) should be in a numeracy learning and teaching environment. This is a minimum requirement of the qualification and awarding organisations may require more if they wish.

Practice in Part 1 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 parts of the qualification allow for working with individuals. There are particular 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. City & Guilds 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.

City & Guilds 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. City & Guilds supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.



For the following units there is no requirement to undertake practice

- Roles, responsibilities and relationships in lifelong learning (Level 3 and Level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Principles of assessment in lifelong learning (Level 3 and Level 4)
- Understanding the principles and practices of assessment (Level 3)
- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of literacy and language learning and teaching (Level 3)
- Numeracy and the learners (Level 5)
- 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:

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

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

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

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

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Manage learning and development in groups (Level 4)

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

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

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

- Numeracy learning and teaching (Level 5) (subject specific context)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (Level 5)
- Wider professional practice (Level 5)

## Observed and assessed practice

There must be a minimum of 8 observations totalling a minimum of 8 hours. (This excludes any observed practice completed as part of a PTLLS award). Observations should be appropriately spaced throughout the whole programme. Any single observation must be a minimum of half an hour. These are minimum requirements whatever combination of units is undertaken by a candidate to achieve the qualification.

In Part 1 there must be a minimum of four (4) observations totalling a minimum of four (4) hours. All four must be in a numeracy subject specific context. Assessed observations should include at least one numeracy observation at entry level. Observations can be formative or summative. City & Guilds 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.

- Roles, responsibilities and relationships in lifelong learning (Level 3 and 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Principles of assessment in lifelong learning (Level 3 and Level 4)
- Understanding the principles and practices of assessment (Level 3)
- Applying knowledge of ICT for teaching and learning (Level 3)
- Applying knowledge of literacy and language for teaching and learning (Level 3)

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

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

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

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

Many of the units in this suite of qualifications are available in the Level 5 Diploma in Teaching in the Lifelong Learning Sector

Included as restricted optional units are:

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

Included as open optional units are

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

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

### **Credit transfer and recognition**

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

- Roles, responsibilities and relationships in lifelong learning (Level 3 or level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 or level 4)
- Using inclusive learning and teaching approaches in lifelong learning (Level 3 or level 4)
- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Manage learning and development in groups (Level 4)
- Principles of assessment in lifelong learning (Level 3 or level 4)
- Understanding the principles and practices of assessment (Level 3)

This will support trainees to achieve the PTLLS requirement within their first year of training and will allow those holding a PTLLS award to join 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 must be covered and assessed in Part 1 of this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage are provided in the document as guidance only. The numeracy requirements will be covered in the following subject specific units:

- Numeracy and the learners (Level 5)
- Improving numeracy knowledge, understanding and practice (Level 5)
- Numeracy learning and teaching (Level 5)

The literacy, language and ICT requirements will be covered in two specific units:

- Applying knowledge of ICT for learning and teaching (Level 3)
- Applying knowledge of literacy and language for learning and teaching (Level 3)

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

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

All trainee teachers joining this qualification programme 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. 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 teachers.

## Structure

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

**81 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**
- **21 credits from Group F**

<b>Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics: Numeracy)</b>					
<b>Total credit value of qualification: 120 credits</b>					
Credit value at Level 5 or above			Minimum 81 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>505</b>	Continuing personal and professional development	5	12	30	Portfolio
<b>506</b>	Curriculum development for inclusive practice	5	12	30	Portfolio
<b>518</b>	Wider professional practice	5	12	30	Portfolio
<b>324</b>	Applying knowledge of ICT for learning and teaching	3	3	15	Assignment
<b>325</b>	Applying knowledge of literacy and language for learning and teaching	3	5	25	Assignment
<b>515</b>	Numeracy and the learners	5	15	40	Assignment
<b>545</b>	Numeracy learning and teaching	5	15	40	Portfolio
<b>543</b>	Improving numeracy knowledge, understanding and	5	15	40	Portfolio

	practice				
<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	4	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	3	3	24	Assignment

	of assessment				
<b>Group G</b>					
Twenty one (21) credits must be achieved from this group					
<ul style="list-style-type: none"> <li>• A minimum of 15 credits must be achieved from listed units</li> <li>• A maximum of 6 credits can be achieved from other credit</li> </ul>					
<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	3	6	30	Portfolio

	development process				
<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>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



## 6 Centre requirements

### Approval

If your Centre is approved to offer 7305 and wishes to offer only those programmes of study (6305-30 and 32) that cover content that directly replaces the content of 7305-18 and 38 and 20 and 81, you will receive automatic approval for the same level(s) as your 7305 approval.

If your centre wishes to offer the programmes of study that cover all of 6305 and has approval for 7305, 6317 or 6318, you will need to submit a fast-track approval form for 6305-30 and 32. Otherwise, you will need to use the standard Qualification Approval Process.

Centres may use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes
- they have Direct Claims Status

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

### 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.



## 7 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



## 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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## 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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## City & Guilds

1 Giltspur Street  
London EC1A 9DD  
T +44 (0)844 543 0000  
F +44 (0)20 7294 2413  
[www.cityandguilds.com](http://www.cityandguilds.com)

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