

6305 Level 5 Unit Handbook

December 2012 Version 1.2



Qualification at a glance

Subject area	Teaching in the Lifelong Learning Sector
City & Guilds number	6305
Age group approved	19+
Entry requirements	There are no academic nationally agreed entry requirements although there is further information on page 32 of this qualification information pack. However, all trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and agree an action plan to address them. If joining the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed
Assessment	Portfolio of evidence. Exemplar assignments are provided in assessment packs for centres to use to evidence the knowledge required for specific units.
Fast track	Available for some pathways. Please see section 5 Centre requirements for further information.
Support materials	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 www.cityandguilds.com . The assessment and answer packs are password protected and approved centres / Quality Consultants can access the passwords via the Walled Garden/Online Catalogue.
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS only)	6305-01	600/5202/8
Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS and Learning and Development and TAQA units)	6305-02	600/5202/8
Level 5 Diploma in Teaching English: Literacy	6305-20	600/5196/6
Level 5 Diploma in Teaching English: ESOL	6305-21	600/5822/5
Level 5 Diploma in Teaching English: Literacy and ESOL	6305-22	600/5457/8
Level 5 Diploma in Teaching Mathematics: Numeracy	6305-23	600/5458/X
Level 5 Diploma in Teaching Disabled Learners	6305-24	600/5804/3
Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: Literacy) – Partially integrated route	6305-30	600/5659/9
Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector – Fully integrated route	6305-30	600/5518/2
Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: ESOL) – Partially integrated route	6305-31	600/5519/4
Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector – Fully integrated route	6305-31	600/5662/9

Title and level	City & Guilds number	Accreditation number
Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics: Numeracy) – Partially integrated route	6305-32	600/5661/7
Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector – Fully integrated route	6305-32	600/5660/5
Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled Learners)	6305-33	600/5626/5
Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector	6305-34	600/5664/2
Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS only) – Unit route	6305-91	600/5202/8
Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS + L&D) – Unit route	6305-92	600/5202/8

Version and date	Change detail	Section
1.1 August 2012	Units 552 added	Units
1.2 December 2012	Amended assessment type of units 511 & 517	Units



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1 Units

Availability of units

The following units are also on The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Unit 501

Action learning for teaching in a specialist area of disability

UAN:	F/503/5785
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand the impact of a specific impairment on teaching and learning
Assessment criteria
The learner can: 1.1 Review current literature around a specific impairment 1.2 Explain ways of adjusting practice for learners with a specific impairment 1.3 Evaluate specific support within an organisation for learners with a specific impairment

Learning outcome
The learner will: 2. Understand how to investigate effective practice in a specialist area of disability
Assessment criteria
The learner can: 2.1 Analyse ways to include disabled learners in an investigation 2.2 Explain ethical considerations when involving disabled learners 2.3 Evaluate a range of action learning research methods

Learning outcome
The learner will: 3. Be able to investigate practice in a specialist area of disability
Assessment criteria
The learner can: 3.1 Develop a focus for investigation 3.2 Design and implement an action plan to support the investigation 3.3 Evaluate the practice of other teachers in your area of interest 3.4 Report the findings of the investigation

Learning outcome
The learner will: 4. Be able to apply learning from an investigation of practice to own professional practice
Assessment criteria
The learner can: 4.1 Analyse ways in which findings from an investigation can be used to develop own professional practice 4.2 Evaluate own strengths and areas for improvement in a specific area of professional practice

Unit 502

Action learning to support development of subject specific pedagogy

UAN:	M/503/5376
Level:	Level 5
Credit value:	15
GLH:	50
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand how to identify an area of interest related to practice in own subject specific area
Assessment criteria
The learner can: 1.1 Justify own selection of an area of interest for investigation 1.2 Evaluate ways in which enhanced knowledge from investigation of an area of interest could improve subject specific pedagogy

Learning outcome
The learner will: 2. Be able to investigate current good practice in own subject specific area
Assessment criteria
The learner can: 2.1 Justify own selection of sources for investigation 2.2 Critically review current literature relating to practice in own subject specific area 2.3 Evaluate the practice of other subject specialists in own subject specific area

Learning outcome
The learner will: 3. Be able to work with others to improve own skills in reflective practice
Assessment criteria
The learner can: 3.1 Engage in professional debate within an action learning set 3.2 Engage in reflection on practice with peers

Learning outcome
The learner will: 4. Be able to evaluate own practice in a subject specific area
Assessment criteria
The learner can: 4.1 Identify own strengths and areas for improvement in relation to a selected area of interest 4.2 Evaluate the potential impact on own practice of new learning from investigation of an area of interest

Learning outcome
The learner will: 5. Be able to apply learning from investigation of an area of interest to own practice in a subject specific area
Assessment criteria
The learner can: 5.1 Justify selected areas for development based on findings from investigation of an area of interest 5.2 Evaluate the benefits of changes made to own practice

Learning outcome
The learner will: 6. Be able to present findings from investigation of an area of interest in own subject specific area
Assessment criteria
The learner can: 6.1 Report own findings from investigation of an area of practice 6.2 Justify own conclusions drawn from investigation of an area of practice 6.3 Justify own recommendations for improving practice within subject specific pedagogy

UAN:	T/503/5380
Level:	Level 5
Credit value:	15
GLH:	50
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand the purpose and nature of action research
Assessment criteria
The learner can: 1.1 Explain the purpose of action research 1.2 Analyse key features of the action research process 1.3 Analyse the implications of a model of action research

Learning outcome
The learner will: 2. Be able to initiate action research
Assessment criteria
The learner can: 2.1 Justify own choice of an area of practice for action research 2.2 Plan a clear intervention strategy 2.3 Justify the choice and timescales of an intervention strategy 2.4 Explain how ethical and political considerations and issues of confidentiality will be observed in practice 2.5 Implement a clear intervention strategy

Learning outcome
The learner will: 3. Understand ways of carrying out action research
Assessment criteria
The learner can: 3.1 Evaluate methods for action research 3.2 Evaluate methods of collecting qualitative and quantitative data 3.3 Review ways in which collected data may be analysed

Learning outcome

The learner will:

4. Be able to carry out action research

Assessment criteria

The learner can:

- 4.1 Draw on selected literature relating to an area of practice for action research
- 4.2 Justify own choice of methods selected for action research
- 4.3 Collect data relating to an area of practice for action research
- 4.4 Analyse data collected from action research
- 4.5 Present data collected from action research
- 4.6 Draw conclusions based on findings from action research

Learning outcome

The learner will:

5. Be able to present the outcomes of action research

Assessment criteria

The learner can:

- 5.1 Report own findings and conclusions from action research
- 5.2 Justify own recommendations for action to be taken based on conclusions from action research

Learning outcome

The learner will:

6. Be able to evaluate own practice in relation to action research

Assessment criteria

The learner can:

- 6.1 Analyse the effectiveness of own practice in relation to action research
- 6.2 Identify own strengths and areas for improvement in relation to action research
- 6.3 Plan opportunities to improve own skills in action research

Unit 504

Applying theories and principles for planning and enabling learning

UAN:	Y/503/4920
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 1.1 Analyse the factors that can affect learning and achievement 1.2 Explain how theories and principles of learning and communication can be applied to enable inclusive learning and teaching

Learning outcome
The learner will: 2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 2.1 Apply inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication 2.2 Assess the effectiveness of own selection and use of inclusive learning and teaching strategies and resources

Learning outcome
The learner will: 3. Be able to meet the expectations of the minimum core in relation to the applications of theories and principles for planning and enabling inclusive learning and teaching
Assessment criteria
The learner can: 3.1 Analyse ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching 3.2 Use elements of minimum core in applying theories and principles for planning and enabling inclusive learning and teaching

Learning outcome
The learner will: 4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 4.1 Analyse how own application of theories and principles of learning and communication impact on inclusive learning and teaching 4.2 Evaluate strengths and areas for improvement in own application of theories and principles of inclusive learning and teaching 4.3 Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching

Unit 505

Continuing personal and professional development

UAN:	D/503/4921
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand the application of theories, principles and models of reflective practice to continuing personal and professional development
Assessment criteria
The learner can: 1.1 Evaluate theories, principles and models of reflective practice 1.2 Explain how theories, principles and models of reflective practice can be applied to own continuing personal and professional development

Learning outcome
The learner will: 2. Understand own continuing personal and professional development needs
Assessment criteria
The learner can: 2.1 Evaluate own strengths as a learning professional and areas for improvement 2.2 Review own literacy, language, numeracy, and ICT skills 2.3 Analyse how own personal, interpersonal and professional skills impact on learners and other learning professionals 2.4 Plan continuing personal and professional development opportunities to meet own development needs

Learning outcome

The learner will:

3. Be able to engage in continuing personal and professional development to improve own practice

Assessment criteria

The learner can:

- 3.1 Engage in continuing personal and professional development opportunities to meet own development needs
- 3.2 Evaluate the impact of continuing personal and professional development activities on own practice
- 3.3 Identify further continuing personal and professional development needs

Unit 506

Curriculum development for inclusive practice

UAN:	K/503/4923
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand contexts in which education and training are provided in the lifelong learning sector
Assessment criteria
The learner can: 1.1 Analyse ways in which the curriculum offer can differ according to the context in which it is provided 1.2 Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided

Learning outcome
The learner will: 2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching
Assessment criteria
The learner can: 2.1 Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching 2.2 Evaluate how the curriculum in own specialist area meets the needs of learners

Learning outcome
The learner will: 3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice
Assessment criteria
The learner can: 3.1 Design and implement learning programmes in accordance with the theories, principles and models of curriculum design 3.2 Design learning programmes in own specialist area which promote equality of opportunity and value diversity 3.3 Identify the impact of the pedagogic use of technology on curriculum design in own specialist area 3.4 Develop and justify proposals to improve the curriculum offer

Learning outcome
The learner will: 4. Be able to evaluate and improve own practice in inclusive curriculum design and development
Assessment criteria
The learner can: 4.1 Review the effectiveness of application of theories, principles and models of curriculum design to own practice 4.2 Reflect on strengths and areas for improvement in application of theories, principles and models of curriculum design to own practice 4.3 Engage in professional development opportunities to improve application of theories, principles and models of curriculum design to own practice

UAN:	A/503/5011
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand the significance of language change for ESOL learners
Assessment criteria
The learner can: 1.1 Explain reasons for language change in both spoken and written English 1.2 Analyse recent changes in the use of spoken language at: <ul style="list-style-type: none"> • discourse level • phrase level • word level 1.3 Analyse changes in the use of written language at: <ul style="list-style-type: none"> • text level • sentence level • word level 1.4 Analyse ways in which language change can have an impact on the literacy and language development of ESOL learners

Learning outcome
The learner will: 2. Understand the significance of language variety for ESOL learners
Assessment criteria
The learner can: 2.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis 2.2 Analyse ways in which literacy and language use can vary according to context 2.3 Analyse ways in which language variety can have an impact on the literacy and language development of ESOL learners

Learning outcome
The learner will: 3. Understand the relationship between language and social processes
Assessment criteria
The learner can: 3.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors 3.2 Analyse how language is used in the formation, maintenance and transformation of power relations 3.3 Explain the role and impact of existing literacy and language practices on literacy and language development of ESOL learners

Learning outcome
The learner will: 4. Understand factors which influence literacy and language acquisition, learning and use
Assessment criteria
The learner can: 4.1 Analyse personal, social and cultural factors influencing the development of written and spoken language of ESOL learners 4.2 Analyse the impact of learning difficulties and disabilities on literacy and language learning and teaching

Unit 509

ESOL theories and frameworks

UAN:	J/503/5013
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand theories and principles relating to language acquisition and learning
Assessment criteria
The learner can: 1.1 Analyse theories of first and second language acquisition and learning 1.2 Analyse language teaching approaches associated with theories of first and second language acquisition and learning

Learning outcome
The learner will: 2. Understand theories and principles relating to literacy learning and development
Assessment criteria
The learner can: 2.1 Review theories of literacy learning and development 2.2 Review literacy teaching approaches associated with theories of literacy learning and development

Learning outcome
The learner will: 3. Understand how language can be described and analysed
Assessment criteria
The learner can: 3.1 Review ways in which language can be described 3.2 Describe descriptive and prescriptive approaches to language analysis 3.3 Identify significant differences between the description and conventions of English and other languages 3.4 Analyse spoken and written language at: <ul style="list-style-type: none"> • text and discourse level • sentence and phrase level • word level 3.5 Analyse the impact of phonological features of spoken English on the communication of ESOL learners 3.6 Use key discursal, grammatical, lexical and phonological terms accurately

Learning outcome
The learner will: 4. Understand the processes involved in the development of speaking, listening, reading and writing skills
Assessment criteria
The learner can: 4.1 Analyse the processes involved in speaking and listening for ESOL learners 4.2 Analyse the processes involved in reading and writing for ESOL learners 4.3 Explain the mutual dependence of speaking, listening, reading and writing in literacy and language learning and teaching

Unit 510

Improving numeracy knowledge, understanding and practice

UAN:	L/503/5014
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand fundamental attributes of mathematics and numeracy
Assessment criteria
The learner can: 1.1 Review the historic and cultural developments of mathematics 1.2 Analyse the language and concepts associated with number systems 1.3 Analyse common errors and misconceptions in mathematics and possible reasons why they occur 1.4 Analyse the techniques used in mathematics and numeracy for conceptual linkages 1.5 Review the nature of argument in mathematics, explaining <ul style="list-style-type: none">• its place in geometry• the role of algebra in generalising

Learning outcome
The learner will: 2. Understand the attributes of procedures within mathematics and numeracy
Assessment criteria
The learner can: 2.1 Analyse the activities, processes and stages within mathematical problems and investigations 2.2 Evaluate written, mental and diagrammatic mathematical strategies, analysing the associated metalanguage 2.3 Analyse the use, interpretation and representation of data 2.4 Evaluate the use of measurement systems within problem solving including <ul style="list-style-type: none">• definition• conversion• representation

Learning outcome
The learner will: 3. Understand how learning theories and the origins and status of mathematics impact on numeracy teaching
Assessment criteria
The learner can: 3.1 Analyse the effect of the origins and status of mathematics knowledge on mathematics and numeracy curriculum development 3.2 Analyse how learning and teaching theories underpin numeracy learning and teaching

Learning outcome
The learner will: 4. Be able to use evaluation of practice to improve numeracy learning and teaching
Assessment criteria
The learner can: 4.1 Evaluate current research and information from mathematics and numeracy sources 4.2 Evaluate learner assessment data for improvement needs 4.3 Analyse implementation of improvement action plans within teaching teams 4.4 Engage in training opportunities to improve own practice using a reflective CPD cycle 4.5 Use the outputs from own investigations and the reflective cycle to improve numeracy learning and teaching

Unit 511

Inclusive learning and teaching for disabled learners

UAN:	L/503/5787
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	This unit should be assessed by Assignment

Learning outcome
The learner will: 1. Understand specialist areas of disability and their impact on learning
Assessment criteria
The learner can: 1.1 Describe a range of impairments and the related support needs of disabled learners 1.2 Analyse the impact of dual or multiple impairments on inclusive practice 1.3 Explain how augmentative and alternative forms of communication are used by disabled learners

Learning outcome
The learner will: 2. Understand how to work with others to support the needs of disabled learners
Assessment criteria
The learner can: 2.1 Explain the role of organisations and networks which can offer services and support to disabled people 2.2 Explain ways to maintain relationships with parents, carers and others with an interest in the learner 2.3 Analyse the skills needed to work collaboratively for the benefit of disabled learners

Learning outcome

The learner will:

3. Be able to plan inclusive learning and teaching for disabled learners

Assessment criteria

The learner can:

- 3.1 Plan personalised programmes of learning to meet the individual learning and support needs of disabled learners
- 3.2 Plan for learning opportunities in real life contexts
- 3.3 Explain ways to use differentiated assessment approaches to support learning and measure achievement
- 3.4 Identify ways to plan support activities with learning support practitioners

Learning outcome

The learner will:

4. Be able to use inclusive learning and teaching approaches

Assessment criteria

The learner can:

- 4.1 Apply approaches, methods, activities and resources to meet the individual learning and support needs of disabled learners
- 4.2 Adapt own communication to meet the individual learning needs and skills of learners
- 4.3 Apply differentiated assessment approaches that involve learners
- 4.4 Provide feedback to learners that is motivating and meaningful for further learning

Learning outcome

The learner will:

5. Be able to evaluate and improve own practice

Assessment criteria

The learner can:

- 5.1 Reflect on ways to improve own practice drawing on feedback from others
- 5.2 Engage in continuing personal and professional development opportunities to improve own practice in teaching disabled learners
- 5.3 Evaluate the impact of continuing personal and professional development activities on own practice

Unit 512

Literacy and the learners

UAN:	D/503/5017
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand the significance of language change for literacy learners
Assessment criteria
The learner can: 1.1 Explain reasons for language change in both spoken and written English 1.2 Analyse recent changes in the use of spoken language at: <ul style="list-style-type: none">• discourse level• phrase level• word level 1.3 Analyse changes in the use of written language at: <ul style="list-style-type: none">• text level• sentence level• word level 1.4 Analyse ways in which language change can have an impact on literacy learners' literacy and language development

Learning outcome
The learner will: 2. Understand the significance of language variety for literacy learners
Assessment criteria
The learner can: 2.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis 2.2 Analyse ways in which literacy and language use can vary according to context 2.3 Analyse ways in which language variety can have an impact on literacy learners' literacy and language development

Learning outcome
The learner will: 3. Understand the relationship between language and social processes
Assessment criteria
The learner can: 3.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors 3.2 Analyse how language is used in the formation, maintenance and transformation of power relations 3.3 Explain the role of existing literacy and language practices on literacy learners' literacy and language development

Learning outcome
The learner will: 4. Understand factors which influence literacy and language acquisition, learning and use
Assessment criteria
The learner can: 4.1 Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use 4.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language learning and teaching

Unit 513

Literacy theories and frameworks

UAN:	D/503/5020
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand theories and principles relating to language acquisition and learning
Assessment criteria
The learner can: 1.1 Review theories of first and second language acquisition and learning 1.2 Review language teaching approaches associated with theories of first and second language acquisition and learning

Learning outcome
The learner will: 2. Understand theories and principles relating to literacy learning and development
Assessment criteria
The learner can: 2.1 Analyse theories of literacy learning and development 2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development

Learning outcome
The learner will: 3. Understand how language can be described and analysed
Assessment criteria
The learner can: 3.1 Review ways in which language can be described 3.2 Describe descriptive and prescriptive approaches to language analysis 3.3 Analyse spoken and written language at: <ul style="list-style-type: none"> • text and discourse level • sentence and phrase level • word level 3.4 Use key discourses, grammatical, lexical and phonological terms accurately

Learning outcome
The learner will: 4. Understand the processes involved in the development of speaking, listening, reading and writing skills
Assessment criteria
The learner can: 4.1 Analyse the processes involved in speaking and listening for literacy learners 4.2 Analyse the processes involved in reading and writing for literacy learners 4.3 Explain the mutual dependence of reading, listening, writing and speaking in literacy and language learning and teaching

Unit 514

Literacy, ESOL and the learners

UAN:	H/503/5018
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand the significance of language change for literacy and ESOL learners
Assessment criteria
The learner can: 1.1 Explain reasons for language change in both spoken and written English 1.2 Analyse recent changes in the use of spoken language at: <ul style="list-style-type: none">• discourse level• phrase level• word level 1.3 Analyse changes in the use of written language at: <ul style="list-style-type: none">• text level• sentence level• word level 1.4 Analyse ways in which language change can have an impact on literacy and ESOL learners' literacy and language development

Learning outcome
The learner will: 2. Understand the significance of language variety for literacy and ESOL learners
Assessment criteria
The learner can: 2.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis 2.2 Analyse ways in which literacy and language use can vary according to context 2.3 Analyse ways in which language variety can have an impact on literacy and ESOL learners' literacy and language development

Learning outcome
The learner will: 3. Understand the relationship between language and social processes
Assessment criteria
The learner can: 3.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors 3.2 Analyse how language is used in the formation, maintenance and transformation of power relations 3.3 Explain the role of existing literacy and language practices on literacy and ESOL learners' literacy and language development

Learning outcome
The learner will: 4. Understand factors which influence literacy and language acquisition, learning and use
Assessment criteria
The learner can: 4.1 Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use 4.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language learning and teaching

Unit 515

Numeracy and the learners

UAN:	H/503/5021
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	An assignment is available for this unit

Learning outcome

The learner will:

1. Understand the links between popular perceptions of mathematics and their roles within numeracy learning

Assessment criteria

The learner can:

- 1.1 Analyse the role of mathematics and numeracy within society
- 1.2 Evaluate perceptions of mathematics and numeracy including
 - popular views
 - learner attitudes
 - trends in learner attainment
- 1.3 Justify the importance of encouraging learners to make links between their mathematical and numeracy development and their other personal development

Learning outcome

The learner will:

2. Understand how numeracy can impact on different contexts and subjects

Assessment criteria

The learner can:

- 2.1 Identify numeracy skills and knowledge needed across contexts and subjects
- 2.2 Analyse achievement in numeracy learning using different delivery models

Learning outcome
The learner will: 3. Be able to use assessment processes to identify the skills and aspirations of numeracy learners
Assessment criteria
The learner can: 3.1 Evaluate approaches to mathematics and numeracy formative assessment 3.2 Assess learners' existing mathematical and numeracy skills, knowledge, understanding and aspirations

Learning outcome
The learner will: 4. Be able to use inclusive approaches to meet the individual needs of numeracy learners
Assessment criteria
The learner can: 4.1 Analyse the impact and implications of personal, social, economical and political factors which may affect the development and progression of numeracy learners 4.2 Plan and deliver numeracy learning opportunities that reflect diversity and promote equality of opportunity 4.3 Enable progression by confirming that learners develop their numeracy skills to match planned entry requirements

Learning outcome
The learner will: 5. Be able to promote learning support and learner support within numeracy learning and teaching
Assessment criteria
The learner can: 5.1 Evaluate the boundaries between own specialist area and those of other specialists and practitioners 5.2 Signpost learners towards support provision 5.3 Evaluate numeracy learning opportunities to determine how teaching and support needs may be shared between learning professionals 5.4 Enhance numeracy learning by accessing available support provision

Learning outcome
The learner will: 6. Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes
Assessment criteria
The learner can: 6.1 Explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas 6.2 Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area

Unit 516

Tutoring and course leadership in the lifelong learning sector

UAN:	J/503/5383
Level:	Level 5
Credit value:	15
GLH:	50
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand the purposes, role and responsibilities of tutoring in the lifelong learning sector
Assessment criteria
The learner can: 1.1 Explain the purposes of tutoring in the lifelong learning sector 1.2 Analyse the role and responsibilities of a tutor in the lifelong learning sector

Learning outcome
The learner will: 2. Understand the role and responsibilities of a course leader in the lifelong learning sector
Assessment criteria
The learner can: 2.1 Analyse the role and responsibilities of a course leader in the lifelong learning sector

Learning outcome
The learner will: 3. Be able to establish effective tutoring relationships with learners
Assessment criteria
The learner can: 3.1 Plan a tutoring session to meet the individual needs of learners 3.2 Deliver a tutoring session to meet the individual needs of learners 3.3 Justify how own approach to planning and delivery of a tutoring session builds rapport with and meets the individual needs of learners

Learning outcome
The learner will: 4. Be able to personalise learning for learners
Assessment criteria
The learner can: 4.1 Analyse the characteristics and individual learning and tutoring needs of a group of learners 4.2 Complete individual learning plans with a group of learners 4.3 Justify how own approach to target setting with learners contributes to the personalisation of their learning

Learning outcome
The learner will: 5. Be able to evaluate and improve learning programmes
Assessment criteria
The learner can: 5.1 Devise an evaluation for a learning programme 5.2 Carry out an evaluation of a learning programme 5.3 Collect data relating to key performance indicators 5.4 Analyse data relating to key performance indicators 5.5 Use the outcomes of evaluation, including learner feedback, to improve a learning programme

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

Learning outcome
The learner will: 7. Understand how to evaluate, improve and update own course leadership practice
Assessment criteria
The learner can: 7.1 Review the effectiveness of own course leadership practice 7.2 Identify own strengths and areas for improvement in relation to own course leadership practice 7.3 Take up opportunities to improve and update own knowledge and skills in relation to own course leadership practice

Unit 517

Understanding theories and frameworks for teaching disabled learners

UAN:	J/503/5786
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	This unit should be assessed by Assignment

Learning outcome
The learner will: 1. Understand key theories and research which inform the learning and teaching of disabled young people and adults
Assessment criteria
The learner can: 1.1 Analyse how theories of learning inform learning and teaching practice in relation to disabled learners 1.2 Explain the importance of research in the development of learning and teaching opportunities for disabled young people and adults 1.3 Explain how theory and research inform own practice

Learning outcome
The learner will: 2. Understand factors influencing inclusive practice for disabled learners
Assessment criteria
The learner can: 2.1 Analyse how inclusive learning has been defined 2.2 Explain the importance of inclusive learning for disabled learners 2.3 Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults 2.4 Analyse how approaches to communication and language development influence inclusive practice in relation to disabled learners 2.5 Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning

Learning outcome
The learner will: 3. Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults
Assessment criteria
The learner can: 3.1 Analyse how national, regional and local policy influence provision for disabled young people and adults 3.2 Explain how current legal requirements and national policies and guidance promote the rights and well being of learners 3.3 Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults

Learning outcome
The learner will: 4. Understand factors that influence the curriculum for disabled young people and adults
Assessment criteria
The learner can: 4.1 Analyse how attitudes to disability, including social, cultural, and faith and belief influence learning opportunities for disabled young people and adults 4.2 Analyse the impact of own attitudes on professional practice 4.3 Explain how risk assessments influence the curriculum

UAN:	J/503/4928
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand the concept of professionalism and core professional values in the lifelong learning sector
Assessment criteria
The learner can: 1.1 Analyse key aspects of professionalism in the lifelong learning sector 1.2 Reflect on ways in which professional practice promotes equality of opportunity and value diversity 1.3 Explain the contribution of learning to personal development, community development and economic growth 1.4 Analyse the impact of own professional values on learning and teaching

Learning outcome
The learner will: 2. Understand policies and regulatory requirements relating to the lifelong learning sector
Assessment criteria
The learner can: 2.1 Analyse the implications for and impact of government policies on practice in the lifelong learning sector 2.2 Analyse ways in which government policies and the requirements of regulatory bodies impact on practice in own specialist area 2.3 Explain the roles of regulatory and funding bodies in the lifelong learning sector

Learning outcome
The learner will: 3. Be able to contribute to quality improvement and quality assurance systems and procedures
Assessment criteria
The learner can: 3.1 Review own role and contribution in quality improvement and quality assurance in the organisation 3.2 Examine the role of assessment and evaluation in the quality cycle 3.3 Produce accurate assessment data and records 3.4 Assess the validity and reliability of data relating to own learners 3.5 Communicate assessment information to those with an interest in learner achievement 3.6 Evaluate a learning programme in accordance with the quality systems and procedures in the organisation 3.7 Communicate the results of evaluation of a learning programme

Learning outcome
The learner will: 4. Understand how to develop learners' wider skills in own specialist area
Assessment criteria
The learner can: 4.1 Analyse how the development of wider skills can improve learner motivation, confidence and achievement 4.2 Evaluate ways to provide opportunities for learners to develop wider skills

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

Unit 522

Developing, using and organising resources within the lifelong learning sector

UAN:	H/503/5391
Level:	Level 5
Credit value:	15
GLH:	50
Assessment:	This unit should be assessed by learner portfolio

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

Learning outcome
The learner will: 2. Be able to develop and use inclusive resources
Assessment criteria
The learner can: 2.1 Analyse principles of resource design 2.2 Evaluate sources which inform resource development 2.3 Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development 2.4 Analyse ways in which resources can be adapted to enable an inclusive approach 2.5 Design resources, including resources which involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area 2.6 Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area 2.7 Employ resources to engage and meet the individual needs of learners in own specialist area

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

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

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

Unit 524

Enabling learning through assessment

UAN:	A/503/4926
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

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

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

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

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

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

Unit 527

Inclusive practice

UAN:	Y/503/5386
Level:	Level 5
Credit value:	15
GLH:	50
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand factors which influence learning
Assessment criteria
The learner can: 1.1 Analyse the impact of personal, social and cultural factors on learning 1.2 Analyse the impact of different cognitive, physical, and sensory abilities on learning

Learning outcome
The learner will: 2. Understand the impact of policy and regulatory frameworks on inclusive practice
Assessment criteria
The learner can: 2.1 Review policy and regulatory frameworks relating to inclusive practice 2.2 Analyse how policy and regulatory frameworks influence organisational policies relating to inclusive practice 2.3 Analyse how policy and regulatory frameworks influence own inclusive practice

Learning outcome
The learner will: 3. Understand roles and responsibilities relating to inclusive practice
Assessment criteria
The learner can: 3.1 Review own role and responsibilities relating to inclusive practice 3.2 Explain the relationship between own role and the roles of other professionals involved in inclusive practice 3.3 Identify points of referral available to meet individual learning needs

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

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

UAN:	A/503/5381
Level:	Level 5
Credit value:	15
GLH:	50
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand the scope and nature of the lifelong learning sector
Assessment criteria
The learner can: 1.1 Analyse the profile of the lifelong learning sector 1.2 Analyse ways in which the lifelong learning sector differs from other sectors

Learning outcome
The learner will: 2. Understand the impact of the policy context within which the lifelong learning sector operates
Assessment criteria
The learner can: 2.1 Critically review the context of policy development for the lifelong learning sector 2.2 Analyse the underpinning rationale of key policies relating to the lifelong learning sector 2.3 Evaluate the impact on practice of key policies relating to the lifelong learning sector

Learning outcome
The learner will: 3. Understand the roles, purposes and impact of regulators and funding bodies for the lifelong learning sector
Assessment criteria
The learner can: 3.1 Analyse the roles and purposes of key agencies responsible for regulation and funding for the lifelong learning sector 3.2 Evaluate the impact on practice of key agencies responsible for regulation and funding for the lifelong learning sector

Learning outcome

The learner will:

4. Understand the roles, purposes and impact of agencies involved in the quality and quality improvement of practice in the lifelong learning sector

Assessment criteria

The learner can:

- 4.1 Analyse the roles and purposes of key agencies involved in quality and quality improvement in the lifelong learning sector
- 4.2 Evaluate the impact on practice of key agencies involved in quality and quality improvement in the lifelong learning sector
- 4.3 Evaluate the impact of the inspection process on practice in the lifelong learning sector
- 4.4 Evaluate the quality improvement arrangements of an organisation

Unit 533

Applying theories and principles for planning and enabling inclusive learning and teaching: ESOL

UAN:	H/503/4953
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 1.1 Analyse the factors that can affect learning and achievement 1.2 Explain how theories and principles of learning and communication can be applied to enable inclusive learning and teaching

Learning outcome
The learner will: 2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 2.1 Apply inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication 2.2 Assess the effectiveness of own selection and use of inclusive learning and teaching strategies and resources

Learning outcome
The learner will: 3. Be able to meet the expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching
Assessment criteria
The learner can: 3.1 Analyse ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching 3.2 Use elements of minimum core in applying theories and principles for planning and enabling inclusive learning and teaching

Learning outcome
The learner will: 4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 4.1 Analyse how own application of theories and principles of learning and communication impact on inclusive learning and teaching 4.2 Evaluate strengths and areas for improvement in own application of theories and principles of inclusive learning and teaching 4.3 Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching

Unit 534

Applying theories and principles for planning and enabling inclusive learning and teaching: Literacy

UAN:	M/503/4955
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 1.1 Analyse the factors that can affect learning and achievement 1.2 Explain how theories and principles of learning and communication can be applied to enable inclusive learning and teaching

Learning outcome
The learner will: 2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 2.1 Apply inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication 2.2 Assess the effectiveness of own selection and use of inclusive learning and teaching strategies and resources

Learning outcome
The learner will: 3. Be able to meet the expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching
Assessment criteria
The learner can: 3.1 Analyse ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching 3.2 Use elements of minimum core in applying theories and principles for planning and enabling inclusive learning and teaching

Learning outcome
The learner will: 4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 4.1 Analyse how own application of theories and principles of learning and communication impact on inclusive learning and teaching 4.2 Evaluate strengths and areas for improvement in own application of theories and principles of inclusive learning and teaching 4.3 Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching

Unit 535

Applying theories and principles for planning and enabling inclusive learning and teaching: Numeracy

UAN:	T/503/4956
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 1.1 Analyse the factors that can affect learning and achievement 1.2 Explain how theories and principles of learning and communication can be applied to enable inclusive learning and teaching

Learning outcome
The learner will: 2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 2.1 Apply inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication 2.2 Assess the effectiveness of own selection and use of inclusive learning and teaching strategies and resources

Learning outcome
The learner will: 3. Be able to meet the expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching
Assessment criteria
The learner can: 3.1 Analyse ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching 3.2 Use elements of minimum core in applying theories and principles for planning and enabling inclusive learning and teaching

Learning outcome
The learner will: 4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching
Assessment criteria
The learner can: 4.1 Analyse how own application of theories and principles of learning and communication impact on inclusive learning and teaching 4.2 Evaluate strengths and areas for improvement in own application of theories and principles of inclusive learning and teaching 4.3 Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching

Unit 536

Enabling learning through assessment: ESOL

UAN:	F/503/4975
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

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

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

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

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

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

Unit 537

Enabling learning through assessment: Literacy

UAN:	T/503/5007
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

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

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

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

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

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

Unit 538

Enabling learning through assessment: Numeracy

UAN:	A/503/5008
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

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

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

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

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

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

Unit 539

English Literacy and ESOL and the learners

UAN:	D/503/5387
Level:	Level 5
Credit value:	20
GLH:	60
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand the significance of language change for literacy and ESOL learners
Assessment criteria
The learner can: 1.1 Explain reasons for language change in spoken and written English 1.2 Analyse recent changes in the use of spoken language at: <ul style="list-style-type: none">• discourse level• phrase level• word level 1.3 Analyse changes in the use of written language at: <ul style="list-style-type: none">• text level• sentence level• word level 1.4 Analyse ways in which language change can have an impact on ESOL learners' literacy and language development

Learning outcome
The learner will: 2. Understand the significance of language variety for literacy and ESOL learners
Assessment criteria
The learner can: 2.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis 2.2 Analyse ways in which literacy and language use can vary according to context 2.3 Analyse ways in which language variety can impact on literacy learners' literacy and language development 2.4 Analyse ways in which language variety can have an impact on ESOL learners' literacy and language development

Learning outcome
The learner will: 3. Understand the relationship between language and social processes
Assessment criteria
The learner can: 3.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors 3.2 Analyse how language is used in the formation, maintenance and transformation of power relations 3.3 Explain the role and impact of existing literacy and language practices in literacy and language development

Learning outcome
The learner will: 4. Understand the use of English as a medium for learning and teaching
Assessment criteria
The learner can: 4.1 Explain the challenge for ESOL learners of using English as a medium for learning 4.2 Analyse the role of meta-language in literacy and language learning and teaching

Learning outcome
The learner will: 5. Understand factors which influence literacy and language acquisition, learning and use
Assessment criteria
The learner can: 5.1 Analyse personal, social and cultural factors influencing literacy and ESOL learners' literacy and language acquisition, learning and use 5.2 Analyse the impact of learning difficulties and disabilities on literacy and language learning and teaching

Unit 540

English: literacy and ESOL learning and teaching

UAN:	F/503/5009
Level:	Level 5
Credit value:	20
GLH:	60
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Be able to plan inclusive literacy and language learning and teaching for literacy and ESOL learners
Assessment criteria
The learner can: 1.1 Plan literacy and ESOL learning and teaching to meet the needs of individual learners using: <ul style="list-style-type: none">• own specialist knowledge of language systems• the results of specialist initial and diagnostic assessments• specialist curricula 1.2 Select literacy and language approaches, methods, activities and resources to meet the individual needs of learners

Learning outcome
The learner will: 2. Be able to deliver inclusive literacy and language learning and teaching for literacy and ESOL learners
Assessment criteria
The learner can: 2.1 Adapt and use literacy and language approaches, methods, activities and resources to meet the individual needs of learners 2.2 Use specialist literacy and language approaches, methods, activities and resources to develop learners': <ul style="list-style-type: none">• awareness of how language works• basic literacy skills• speaking and listening skills• reading skills• writing skills

Learning outcome
The learner will: 3. Understand how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes
Assessment criteria
The learner can: 3.1 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas 3.2 Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area

Learning outcome
The learner will: 4. Be able to use specialist approaches and tools in the assessment of literacy and language learners
Assessment criteria
The learner can: 4.1 Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL 4.2 Select and use specialist approaches and tools to conduct literacy and language assessments for and of learning fairly and equitably 4.3 Involve literacy and ESOL learners in the processes of assessment 4.4 Record relevant specialist assessment information to inform teaching and learning

Learning outcome
The learner will: 5. Be able to communicate effectively with literacy and ESOL learners
Assessment criteria
The learner can: 5.1 Use meta-language to meet the needs of learners 5.2 Use strategies to check learners understanding of language and concepts 5.3 Use bilingual approaches and materials to meet the needs of ESOL learners 5.4 Provide clear instructions to learners for literacy and language activities and assessments

Learning outcome
The learner will: 6. Be able to evaluate and improve own practice in teaching literacy and language
Assessment criteria
The learner can: 6.1 Reflect on own practice in teaching literacy and language drawing on feedback from learners and colleagues 6.2 Reflect on ways to improve own practice in teaching literacy and language

Unit 541

English: Literacy and ESOL theories and frameworks

UAN:	T/503/5010
Level:	Level 5
Credit value:	20
GLH:	60
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand theories and principles relating to language acquisition and learning
Assessment criteria
The learner can: 1.1 Analyse theories of first and second language acquisition and learning 1.2 Analyse language teaching approaches associated with theories of first and second language acquisition and learning

Learning outcome
The learner will: 2. Understand theories and principles relating to literacy learning and development
Assessment criteria
The learner can: 2.1 Analyse theories of literacy learning and development 2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development

Learning outcome
The learner will: 3. Understand how language can be described and analysed
Assessment criteria
The learner can: 3.1 Review ways in which language can be described 3.2 Describe descriptive and prescriptive approaches to language analysis 3.3 Identify significant differences between the description and conventions of English and other languages 3.4 Analyse spoken and written language at: <ul style="list-style-type: none"> • text and discourse level • sentence and phrase level • word level 3.5 Analyse the impact of phonological features of spoken English on the communication of ESOL learners 3.6 Use key discursal, grammatical, lexical and phonological terms accurately

Learning outcome
The learner will: 4. Understand the processes involved in the development of speaking, listening, reading and writing skills of literacy and ESOL learners
Assessment criteria
The learner can: 4.1 Analyse the processes involved in speaking and listening for learners 4.2 Analyse the processes involved in reading and writing for learners 4.3 Explain the mutual dependence of speaking, listening, reading and writing in literacy and language learning and teaching

UAN:	F/503/5012
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Be able to plan inclusive literacy and language learning and teaching
Assessment criteria
The learner can: 1.1 Plan literacy and language learning and teaching to meet the needs of individual ESOL learners using: <ul style="list-style-type: none"> • own specialist knowledge of language systems • the results of specialist initial and diagnostic assessments and • specialist curricula 1.2 Select literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners

Learning outcome
The learner will: 2. Be able to deliver inclusive literacy and language learning and teaching
Assessment criteria
The learner can: 2.1 Adapt and use literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners 2.2 Use specialist literacy and language approaches, methods, activities and resources to develop ESOL learners': <ul style="list-style-type: none"> • awareness of how language works • basic literacy • speaking and listening skills • reading skills • writing skills

Learning outcome
The learner will: 3. Understand how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes
Assessment criteria
The learner can: 3.1 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas 3.2 Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area

Learning outcome
The learner will: 4. Be able to use specialist approaches and tools in the assessment of literacy and language learners
Assessment criteria
The learner can: 4.1 Identify the skills, knowledge and understanding that can be assessed in ESOL 4.2 Select and use specialist approaches and tools to conduct fair and equitable literacy and language assessments of learning 4.3 Involve ESOL learners in the processes of assessment 4.4 Record relevant specialist assessment information to inform learning and teaching

Learning outcome
The learner will: 5. Be able to evaluate and improve own practice in teaching literacy and language
Assessment criteria
The learner can: 5.1 Reflect on own practice in teaching literacy and language drawing on feedback from learners and colleagues 5.2 Reflect on ways to improve own practice in teaching literacy and language 5.3 Engage in opportunities to improve own practice in teaching literacy and language

Unit 543

Improving numeracy knowledge, understanding and practice

UAN:	L/503/5014
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand fundamental attributes of mathematics and numeracy
Assessment criteria
The learner can: 1.1 Review the historic and cultural developments of mathematics 1.2 Analyse the language and concepts associated with number systems 1.3 Analyse common errors and misconceptions in mathematics and possible reasons why they occur 1.4 Analyse the techniques used in mathematics and numeracy for conceptual linkages 1.5 Review the nature of argument in mathematics, explaining <ul style="list-style-type: none">• its place in geometry• the role of algebra in generalising

Learning outcome
The learner will: 2. Understand the attributes of procedures within mathematics and numeracy
Assessment criteria
The learner can: 2.1 Analyse the activities, processes and stages within mathematical problems and investigations 2.2 Evaluate written, mental and diagrammatic mathematical strategies, analysing the associated metalanguage 2.3 Analyse the use, interpretation and representation of data 2.4 Evaluate the use of measurement systems within problem solving including <ul style="list-style-type: none">• definition• conversion• representation

Learning outcome
The learner will: 3. Understand how learning theories and the origins and status of mathematics impact on numeracy teaching
Assessment criteria
The learner can: 3.1 Analyse the effect of the origins and status of mathematics knowledge on mathematics and numeracy curriculum development 3.2 Analyse how learning and teaching theories underpin numeracy learning and teaching

Learning outcome
The learner will: 4. Be able to use evaluation of practice to improve numeracy learning and teaching
Assessment criteria
The learner can: 4.1 Evaluate current research and information from mathematics and numeracy sources 4.2 Evaluate learner assessment data for improvement needs 4.3 Analyse implementation of improvement action plans within teaching teams 4.4 Engage in training opportunities to improve own practice using a reflective CPD cycle 4.5 Use the outputs from own investigations and the reflective cycle to improve numeracy learning and teaching

UAN:	K/503/5019
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Be able to plan inclusive literacy and language learning and teaching
Assessment criteria
The learner can: 1.1 Plan literacy and language learning and teaching to meet the needs of individual literacy learners using: <ul style="list-style-type: none"> • own specialist knowledge of language systems • the results of specialist initial and diagnostic assessments • specialist curricula 1.2 Select literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners

Learning outcome
The learner will: 2. Be able to deliver inclusive literacy and language learning and teaching
Assessment criteria
The learner can: 2.1 Adapt and use literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners 2.2 Use specialist literacy and language approaches, methods, activities and resources to develop literacy learners': <ul style="list-style-type: none"> • awareness of how language works • basic literacy skills • speaking and listening skills • reading skills • writing skills

Learning outcome
The learner will: 3. Understand how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes
Assessment criteria
The learner can: 3.1 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas 3.2 Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area

Learning outcome
The learner will: 4. Be able to use specialist approaches and tools in the assessment of literacy and language learners
Assessment criteria
The learner can: 4.1 Identify the skills, knowledge and understanding that can be assessed in literacy 4.2 Select and use specialist approaches and tools to conduct literacy and language assessments for and of learning fairly and equitably 4.3 Involve literacy learners in the processes of assessment 4.4 Record relevant specialist assessment information to inform learning and teaching

Learning outcome
The learner will: 5. Be able to evaluate and improve own practice in teaching literacy and language
Assessment criteria
The learner can: 5.1 Reflect on own practice in teaching literacy and language drawing on feedback from learners and colleagues 5.2 Identify ways to improve own practice in teaching literacy and language 5.3 Engage in opportunities to improve own practice in teaching literacy and language

Unit 545

Numeracy learning and teaching

UAN:	K/503/5022
Level:	Level 5
Credit value:	15
GLH:	40
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Be able to plan numeracy learning and teaching to meet learners' needs and curriculum requirements
Assessment criteria
The learner can: 1.1 Use the results of initial and diagnostic assessment together with knowledge of learners' backgrounds to plan numeracy learning and teaching 1.2 Plan numeracy learning and teaching which meets curriculum requirements, motivates learners and meets their needs

Learning outcome
The learner will: 2. Be able to create and maintain a supportive and challenging numeracy learning environment
Assessment criteria
The learner can: 2.1 Evaluate numeracy resources and equipment for suitability and impact, adapting and creating alternatives 2.2 Establish and maintain a supportive and challenging numeracy learning environment 2.3 Evaluate own use of strategies to engage learners and promote success

Learning outcome
The learner will: 3. Be able to use communication strategies and techniques within numeracy learning
Assessment criteria
The learner can: 3.1 Analyse how differing communication approaches can affect problem solving and the learning of numeracy processes and skills 3.2 Devise strategies to enable learners to develop numeracy language and vocabulary 3.3 Use collaborative learning techniques to improve numeracy learning and problem solving 3.4 Develop learners' literacy and language skills needed to develop their numeracy and problem solving skills

Learning outcome
The learner will: 4. Understand how technology can be used in numeracy learning and teaching
Assessment criteria
The learner can: 4.1 Analyse the use of digital technologies in numeracy learning and teaching 4.2 Analyse the impact of using technology on learner engagement, motivation and success in numeracy learning and teaching 4.3 Evaluate the use of technology in own practice

Learning outcome
The learner will: 5. Be able to assess learners' numeracy knowledge, understanding and skills in accordance with organisational processes
Assessment criteria
The learner can: 5.1 Analyse the skills, knowledge and understanding that can be assessed in numeracy 5.2 Devise and use assessment tools for numeracy 5.3 Involve learners in the processes of assessment and target setting 5.4 Evaluate the use of assessment for and of learning within own practice 5.5 Record numeracy assessment information using organisational systems

Learning outcome
The learner will: 6. Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes
Assessment criteria
The learner can: 6.1 Explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas 6.2 Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area

Unit 546

Working with the 14-19 age range in the learning environment

UAN:	L/503/7216
Level:	Level 5
Credit value:	15
GLH:	50
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand current educational provision and ongoing developments for 14-19 year olds
Assessment criteria
The learner can: 1.1 Analyse key national policies and national initiatives for the education of 14-19 year old learners 1.2 Analyse the current provision for 14-19 year olds in the compulsory and post compulsory sectors 1.3 Evaluate the relationship between the compulsory and post compulsory sectors with regard to provision for 14-19 year olds 1.4 Evaluate the local implementation of partnerships between the compulsory and post compulsory sectors with regard to provision for 14-19 year olds

Learning outcome
The learner will: 2. Understand the learning and emotional needs of 14 to 19 year olds
Assessment criteria
The learner can: 2.1 Evaluate theories and models of learning in terms of their appropriateness for 14-19 year olds 2.2 Analyse the stages of emotional development of 14-19 year olds

Learning outcome
The learner will: 3. Understand the roles and responsibilities of the teacher working with 14-19 year olds
Assessment criteria
The learner can: 3.1 Analyse the legal framework and key legislation relating to working with 14-19 year olds 3.2 Analyse own role and responsibilities in relation to working with 14-19 year olds 3.3 Evaluate the impact on own practice of legislation relating to working with 14-19 year olds

Learning outcome
The learner will: 4. Be able to demonstrate the use of techniques and strategies to manage the learning of 14-19 year olds
Assessment criteria
The learner can: 4.1 Analyse key issues in managing the learning of 14-19 year olds in the learning environment 4.2 Apply techniques and strategies to manage the learning of 14-19 year olds in the learning environment 4.3 Evaluate techniques and strategies to manage the learning of 14-19 year olds in the learning environment

Learning outcome
The learner will: 5. Understand how to apply theories and principles of learning in planning, enabling and assessing learning for 14-19 year olds
Assessment criteria
The learner can: 5.1 Evaluate own planning to meet the needs of 14-19 year olds with reference to theories and principles of learning 5.2 Evaluate own use of a range of teaching and learning approaches with 14-19 year olds with reference to theories and principles of learning 5.3 Evaluate own use of a range of assessment methods with 14-19 year olds with reference to theories and principles of learning

Learning outcome
The learner will: 6. Be able to reflect and evaluate feedback to improve own practice in working with 14-19 year olds with reference to theories and principles of learning
Assessment criteria
The learner can: 6.1 Discuss ways to adapt and improve own practice in working with 14-19 year olds with reference to theories and principles of learning drawing on feedback from learners 6.2 Plan and take up opportunities to develop and improve own performance in working with 14-19 year olds

Unit 547

Curriculum development for inclusive practice: Literacy

UAN:	K/503/4971
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand contexts in which education and training are provided in the lifelong learning sector
Assessment criteria
The learner can: 1.1 Analyse ways in which the curriculum offer can differ according to the context in which it is provided 1.2 Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided

Learning outcome
The learner will: 2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching
Assessment criteria
The learner can: 2.1 Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching 2.2 Evaluate how the curriculum in own specialist area meets the needs of learners

Learning outcome
The learner will: 3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice
Assessment criteria
The learner can: 3.1 Design and implement learning programmes in accordance with the theories, principles and models of curriculum design 3.2 Design learning programmes in own specialist area which promote equality of opportunity and value diversity 3.3 Identify the impact of the pedagogic use of technology on curriculum design in own specialist area 3.4 Develop and justify proposals to improve the curriculum offer

Learning outcome
The learner will: 4. Be able to evaluate and improve own practice in inclusive curriculum design and development
Assessment criteria
The learner can: 4.1 Review the effectiveness of application of theories, principles and models of curriculum design to own practice 4.2 Reflect on strengths and areas for improvement in application of theories, principles and models of curriculum design to own practice 4.3 Engage in professional development opportunities to improve application of theories, principles and models of curriculum design to own practice

Unit 548

Curriculum development for inclusive practice: Literacy and ESOL

UAN:	R/503/5368
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand contexts in which education and training are provided in the lifelong learning sector
Assessment criteria
The learner can: 1.1 Analyse ways in which the curriculum offer can differ according to the context in which it is provided 1.2 Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided

Learning outcome
The learner will: 2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching
Assessment criteria
The learner can: 2.1 Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching 2.2 Evaluate how the curriculum in own specialist area meets the needs of learners

Learning outcome
The learner will: 3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice
Assessment criteria
The learner can: 3.1 Design and implement learning programmes in accordance with the theories, principles and models of curriculum design 3.2 Design learning programmes in own specialist area which promote equality of opportunity and value diversity 3.3 Identify the impact of the pedagogic use of technology on curriculum design in own specialist area 3.4 Develop and justify proposals to improve the curriculum offer

Learning outcome
The learner will: 4. Be able to evaluate and improve own practice in inclusive curriculum design and development
Assessment criteria
The learner can: 4.1 Review the effectiveness of application of theories, principles and models of curriculum design to own practice 4.2 Reflect on strengths and areas for improvement in application of theories, principles and models of curriculum design to own practice 4.3 Engage in professional development opportunities to improve application of theories, principles and models of curriculum design to own practice

Unit 549

Effective partnership working in the learning and teaching context

UAN:	D/503/5311
Level:	Level 5
Credit value:	15
GLH:	50
Assessment:	An assignment is available for this unit

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

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

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

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

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

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

Unit 550

Curriculum development for inclusive practice: Numeracy

UAN:	M/503/4972
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand contexts in which education and training are provided in the lifelong learning sector
Assessment criteria
The learner can: 1.1 Analyse ways in which the curriculum offer can differ according to the context in which it is provided 1.2 Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided

Learning outcome
The learner will: 2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching
Assessment criteria
The learner can: 2.1 Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching 2.2 Evaluate how the curriculum in own specialist area meets the needs of learners

Learning outcome
The learner will: 3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice
Assessment criteria
The learner can: 3.1 Design and implement learning programmes in accordance with the theories, principles and models of curriculum design 3.2 Design learning programmes in own specialist area which promote equality of opportunity and value diversity 3.3 Identify the impact of the pedagogic use of technology on curriculum design in own specialist area 3.4 Develop and justify proposals to improve the curriculum offer

Learning outcome
The learner will: 4. Be able to evaluate and improve own practice in inclusive curriculum design and development
Assessment criteria
The learner can: 4.1 Review the effectiveness of application of theories, principles and models of curriculum design to own practice 4.2 Reflect on strengths and areas for improvement in application of theories, principles and models of curriculum design to own practice 4.3 Engage in professional development opportunities to improve application of theories, principles and models of curriculum design to own practice

Unit 551

Curriculum development for inclusive practice: ESOL

UAN:	D/500/9971
Level:	Level 5
Credit value:	12
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand contexts in which education and training are provided in the lifelong learning sector
Assessment criteria
The learner can: 1.1 Analyse ways in which the curriculum offer can differ according to the context in which it is provided 1.2 Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided

Learning outcome
The learner will: 2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching
Assessment criteria
The learner can: 2.1 Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching 2.2 Evaluate how the curriculum in own specialist area meets the needs of learners

Learning outcome
The learner will: 3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice
Assessment criteria
The learner can: 3.1 Design and implement learning programmes in accordance with the theories, principles and models of curriculum design 3.2 Design learning programmes in own specialist area which promote equality of opportunity and value diversity 3.3 Identify the impact of the pedagogic use of technology on curriculum design in own specialist area 3.4 Develop and justify proposals to improve the curriculum offer

Learning outcome
The learner will: 4. Be able to evaluate and improve own practice in inclusive curriculum design and development
Assessment criteria
The learner can: 4.1 Review the effectiveness of application of theories, principles and models of curriculum design to own practice 4.2 Reflect on strengths and areas for improvement in application of theories, principles and models of curriculum design to own practice 4.3 Engage in professional development opportunities to improve application of theories, principles and models of curriculum design to own practice

UAN:	F/504/0226
Level:	Level 5
Credit value:	6
GLH:	20
Assessment:	The learning outcomes must be assessed in a teaching and learning environment

Learning outcome
The learner will: 1. Understand the difference between employability skills and employment skills
Assessment criteria
The learner can: 1.1 Analyse differences between employability skills and employment skills 1.2 Review the benefits of having employability skills

Learning outcome
The learner will: 2. Understand personal qualities, skills and techniques needed for the delivery of employability skills
Assessment criteria
The learner can: 2.1 Analyse personal qualities and skills required for the delivery of employability skills 2.2 Evaluate techniques for the delivery of employability skills 2.3 Review own strengths and areas for improvement for the delivery of employability skills 2.4 Explain the importance of personal and professional development for the delivery of employability skills

Learning outcome
The learner will: 3. Understand how the learning environment and personal presentation influence the success of the delivery of employability skills
Assessment criteria
The learner can:

- | | |
|-----|---|
| 3.1 | Evaluate the impact of strategies used to transform training areas to reflect a realistic working environment |
| 3.2 | Analyse the influence of personal presentation on the success of the delivery employability skills |

Learning outcome	
The learner will:	
4.	Be able to deliver employability skills sessions to meet the needs of learners
Assessment criteria	
The learner can:	
4.1	Demonstrate how to run employability skills sessions to meet the needs of learners
4.2	Analyse the effectiveness of techniques used for delivering employability skills in meeting the needs of learners?

Learning outcome	
The learner will:	
5.	Be able to use techniques and practices which reflect the workplace
Assessment criteria	
The learner can:	
5.1	Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners



Appendix 1 Sources of general information

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

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

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

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

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

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

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

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

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

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Useful contacts

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

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**City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com**

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