

6304 Teaching in the Life Long Learning Sector Level 3 Units

June 2012 Version 1.0



Qualification at a glance

Subject area	Teaching in the Lifelong Learning Sector
City & Guilds number	6304
Age group approved	19+
Entry requirements	There are no academic nationally agreed entry requirements although there is further information on page 32 of 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 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units)	6304-01	600/5027/5
Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units)	6304-02	600/5027/5
Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units)	6304-04	600/5033/0
Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units)	6304-05	600/5033/0
Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units) (Unit route)	6304-91	600/5027/5
Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units)	6304-92	600/5027/5
Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units)(Unit route)	6304-94	600/5033/0
Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units)	6304-95	600/5033/0



Contents

1	Units	5
Unit 301	Roles, responsibilities and relationships in lifelong learning	6
Unit 302	Delivering lifelong learning	8
Unit 303	Understanding inclusive learning and teaching in lifelong learning	10
Unit 304	Using inclusive learning and teaching approaches in lifelong learning	12
Unit 305	Facilitate learning and development for individuals	14
Unit 306	Facilitate learning and development in groups	16
Unit 307	Principles of assessment in lifelong learning	18
Unit 308	Understanding the principles and practices of assessment	19
Unit 309	Assessing learners in lifelong learning	22
Unit 310	Assess vocational skills, knowledge and understanding	24
Unit 311	Planning to meet the needs of learners	26
Unit 312	Identify individual learning and development needs	28
Unit 313	Using resources for lifelong learning	30
Unit 314	Assess occupational competence in the work environment	31
Unit 315	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	33
Unit 316	The coaching and mentoring roles	36
Unit 317	Engage learners in the learning and development process	38
Unit 318	Engage with employers to develop and support learning provision	40
Unit 319	Equality and diversity	42
Unit 320	Preparing for the coaching role	44
Unit 321	Preparing for the mentoring role	46
Unit 322	Provide information and advice to learners and employers	48
Unit 323	Quality procedures within the lifelong learning sector	50
Unit 324	Applying knowledge of ICT for learning and teaching	52
Unit 325	Applying knowledge of literacy and language for learning and teaching	54
Unit 326	Applying knowledge of numeracy for learning and teaching	56
Appendix 1	Sources of general information	58



1 Units

Availability of units

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

Structure of units

These units each have the following:

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

Unit 301

Roles, responsibilities and relationships in lifelong learning

UAN:	M/503/1229
Level:	Level 3
Credit value:	3
GLH:	12
Assessment:	An assignment is available for this unit
Links:	This unit is the same as unit 001 in 6302 Preparing to Teach in the Lifelong Learning Sector. Learners who have previously achieved this unit do not need to repeat it

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

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

Learning outcome
The learner will: 3. Understand own responsibility for maintaining a safe and supportive learning environment
Assessment criteria
The learner can: 3.1 Explain own responsibilities in maintaining a safe and supportive learning environment 3.2 Explain ways to promote appropriate behaviour and respect for others

UAN:	M/503/4907
Level:	Level 3
Credit value:	3
GLH:	15
Assessment:	This unit should be assessed by learner portfolio

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

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

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

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

Learning outcome
The learner will: 5. Be able to evaluate own practice in delivering inclusive learning and teaching
Assessment criteria
The learner can: 5.1 Reflect on the effectiveness of own use of inclusive learning and teaching approaches 5.2 Identify ways to improve own practice in using learning and teaching approaches 5.3 Identify ways in which own communication skills could be improved

Unit 303

Understanding inclusive learning and teaching in lifelong learning

UAN:	T/503/1233
Level:	Level 3
Credit value:	3
GLH:	12
Assessment:	An assignment is available for this unit
Links:	This unit is the same as unit 002 in 6302 Preparing to Teach in the Lifelong Learning Sector. Learners who have previously achieved this unit do not need to repeat it

Learning outcome
The learner will: 1. Understand learning and teaching strategies in lifelong learning
Assessment criteria
The learner can: 1.1 Summarise learning and teaching strategies used in own specialism 1.2 Explain how approaches to learning and teaching in own specialism meet the needs of learners 1.3 Describe aspects of inclusive learning

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

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

Unit 304

Using inclusive learning and teaching approaches in lifelong learning

UAN:	Y/503/1242
Level:	Level 3
Credit value:	3
GLH:	12
Assessment:	This unit should be assessed by learner portfolio
Links:	This unit is the same as unit 003 in 6302 Preparing to Teach in the Lifelong Learning Sector. Learners who have previously achieved this unit do not need to repeat it

Learning outcome

The learner will:

1. Be able to plan inclusive learning and teaching sessions

Assessment criteria

The learner can:

- 1.1 Plan a session for learning and teaching that meets the needs of learners
- 1.2 Justify the selection of approaches to meet the needs of learners
- 1.3 Plan assessment methods to meet the needs of learners

Learning outcome

The learner will:

2. Be able to deliver inclusive learning and teaching sessions

Assessment criteria

The learner can:

- 2.1 Apply learning and teaching approaches to meet the needs of learners
- 2.2 Use resources to meet the needs of learners
- 2.3 Communicate with learners to meet their needs and aid their understanding
- 2.4 Provide constructive feedback to learners

Learning outcome
The learner will: 3. Be able to evaluate own practice in delivering inclusive learning and teaching
Assessment criteria
The learner can: 3.1 Reflect on own approaches to delivering inclusive learning and teaching 3.2 Identify areas for improvement in own practice

Unit 305

Facilitate learning and development for individuals

UAN:	J/502/9549
Level:	Level 3
Credit value:	6
GLH:	25
Assessment:	This unit should be assessed by learner portfolio
Links:	This unit is the same as unit 005 in 6302 Preparing to Teach in the Lifelong Learning Sector. Learners who have previously achieved this unit do not need to repeat it

Learning outcome
The learner will: 1. Understand principles and practices of one to one learning and development
Assessment criteria
The learner can: 1.1 Explain purposes of one to one learning and development 1.2 Explain factors to be considered when facilitating learning and development to meet individual needs 1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals 1.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development 1.5 Explain how to overcome individual barriers to learning 1.6 Explain how to monitor individual learner progress 1.7 Explain how to adapt delivery to meet individual learner needs

Learning outcome
The learner will: 2. Be able to facilitate one to one learning and development
Assessment criteria
The learner can: 2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives 2.2 Implement activities to meet learning and/or development objectives 2.3 Manage risks and safeguard learners participating in one to one learning and/or development

Learning outcome
The learner will: 3. Be able assist individual learners in applying new knowledge and skills in practical contexts
Assessment criteria
The learner can: 3.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts 3.2 Explain benefits to individuals of applying new knowledge and skills

Learning outcome
The learner will: 4. Be able to assist individual learners in reflecting on their learning and/or development
Assessment criteria
The learner can: 4.1 Explain benefits of self evaluation to individuals 4.2 Review individual responses to one to one learning and/or development 4.3 Assist individual learners to identify their future learning and/or development needs

Unit 306

Facilitate learning and development in groups

UAN:	F/502/9548
Level:	Level 3
Credit value:	6
GLH:	25
Assessment:	This unit should be assessed by learner portfolio
Links:	This unit is the same as unit 004 in 6302 Preparing to Teach in the Lifelong Learning Sector. Learners who have previously achieved this unit do not need to repeat it

Learning outcome
The learner will: 1. Understand principles and practices of learning and development in groups
Assessment criteria
The learner can: 1.1 Explain purposes of group learning and development 1.2 Explain why delivery of learning and development must reflect group dynamics 1.3 Evaluate methods for facilitating learning and development to meet the needs of groups 1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups 1.5 Explain how to overcome barriers to learning in groups 1.6 Explain how to monitor individual learner progress within group learning and development activities 1.7 Explain how to adapt delivery based on feedback from learners in groups

Learning outcome
The learner will: 2. Be able to facilitate learning and development in groups
Assessment criteria
The learner can: 2.1 Clarify facilitation methods with group members to meet group and individual learning objectives 2.2 Implement learning and development activities to meet learning objectives 2.3 Manage risks to group and individual learning and development

Learning outcome
The learner will: 3. Be able to assist groups to apply new knowledge and skills in practical contexts
Assessment criteria
The learner can: 3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts 3.2 Provide feedback to improve the application of learning.

Learning outcome
The learner will: 4. Be able to assist learners to reflect on their learning and development undertaken in groups
Assessment criteria
The learner can: 4.1 Support self-evaluation by learners 4.2 Review individual responses to learning and development in groups 4.3 Assist learners to identify their future learning and development needs

Unit 307

Principles of assessment in lifelong learning

UAN:	Y/503/1239
Level:	Level 3
Credit value:	3
GLH:	12
Assessment:	An assignment is available for this unit
Links:	This unit is the same as unit 007 in 6302 Preparing to Teach in the Lifelong Learning Sector. Learners who have previously achieved this unit do not need to repeat it

Learning outcome

The learner will:

1. Understand types and methods of assessment used in lifelong learning

Assessment criteria

The learner can:

- 1.1 Explain the types of assessment used in lifelong learning
- 1.2 Explain the use of methods of assessment in lifelong learning
- 1.3 Compare the strengths and limitations of assessment methods to meet individual learner needs

Learning outcome

The learner will:

2. Understand ways to involve learners in the assessment process

Assessment criteria

The learner can:

- 2.1 Explain ways to involve the learner in the assessment process
- 2.2 Explain the role of peer and self-assessment in the assessment process

Learning outcome

The learner will:

3. Understand requirements for keeping records of assessment in lifelong learning

Assessment criteria

The learner can:

- 3.1 Explain the need for keeping records of assessment of learning
- 3.2 Summarise the requirements for keeping records of assessment in an organisation

Unit 308

Understanding the principles and practices of assessment

UAN:	D/601/5313
Level:	Level 3
Credit value:	3
GLH:	24
Assessment:	An assignment is available for this unit
Links:	This unit is the same as unit 006 in 6302 Preparing to Teach in the Lifelong Learning Sector. Learners who have previously achieved this unit do not need to repeat it

Learning outcome
The learner will: 1. Understand the principles and requirements of assessment
Assessment criteria
The learner can: 1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice

Learning outcome
The learner will: 2. Understand different types of assessment method
Assessment criteria
The learner can: 2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners

Learning outcome
The learner will: 3. Understand how to plan assessment
Assessment criteria
The learner can: 3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimise risks through the planning process

Learning outcome
The learner will: 4. Understand how to involve learners and others in assessment
Assessment criteria
The learner can: 4.1 Explain the importance of involving the learner and others in the assessment process 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process 4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners

Learning outcome
The learner will: 5. Understand how to make assessment decisions
Assessment criteria
The learner can: 5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair

Learning outcome
The learner will: 6. Understand quality assurance of the assessment process
Assessment criteria
The learner can: 6.1 Evaluate the importance of quality assurance in the assessment process 6.2 Summarise quality assurance and standardisation procedures in own area of practice 6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice

Learning outcome
The learner will: 7. Understand how to manage information relating to assessment
Assessment criteria
The learner can: 7.1 Explain the importance of following procedures for the management of information relating to assessment 7.2 Explain how feedback and questioning contribute to the assessment process

Learning outcome
The learner will: 8. Understand the legal and good practice requirements in relation to assessment
Assessment criteria
The learner can: 8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare 8.2 Explain the contribution that technology can make to the assessment process 8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment 8.4 Explain the value of reflective practice and continuing professional development in the assessment process

Unit 309

Assessing learners in lifelong learning

UAN:	D/503/4904
Level:	Level 3
Credit value:	3
GLH:	15
Assessment:	This unit should be assessed by learner portfolio

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

Learning outcome
The learner will: 2. Be able to conduct and record assessments in accordance with internal and external processes and requirements
Assessment criteria
The learner can: 2.1 Define the key concepts of assessment 2.2 State the assessment requirements and related procedures of learning programmes 2.3 Carry out and record assessments to meet internal and external processes and requirements 2.4 Communicate assessment information to other professionals with an interest in learner achievement

Learning outcome

The learner will:

3. Understand expectations in relation to the minimum core in assessing learners in lifelong learning

Assessment criteria

The learner can:

- 3.1 Explain how minimum core elements can be demonstrated in assessing learners in lifelong learning
- 3.2 Apply minimum core elements in assessing learners in own specialist area

Learning outcome

The learner will:

4. Be able to evaluate own assessment practice

Assessment criteria

The learner can:

- 4.1 Reflect on the effectiveness of own assessment practice taking account of the views of learners
- 4.2 Identify ways to improve own assessment practice

Unit 310

Assess vocational skills, knowledge and understanding

UAN:	F/601/5319
Level:	Level 3
Credit value:	6
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Be able to prepare assessments of vocational skills, knowledge and understanding
Assessment criteria
The learner can: 1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <ul style="list-style-type: none">• assessments of the learner in simulated environments• skills tests• oral and written questions• assignments• projects• case studies• recognising prior learning 1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding 1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

Learning outcome
The learner will: 2. Be able to carry out assessments of vocational skills, knowledge and understanding
Assessment criteria
The learner can: 2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements 2.2 Provide support to learners within agreed limitations 2.3 Analyse evidence of learner achievement 2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria 2.5 Follow standardisation procedures 2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression

Learning outcome
The learner will: 3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding
Assessment criteria
The learner can: 3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress 3.2 Make assessment information available to authorised colleagues as required 3.3 Follow procedures to maintain the confidentiality of assessment information

Learning outcome
The learner will: 4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding
Assessment criteria
The learner can: 4.1 Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare 4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism 4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding 4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Unit 311

Planning to meet the needs of learners

UAN:	T/503/4911
Level:	Level 3
Credit value:	3
GLH:	15
Assessment:	This unit should be assessed by learner portfolio

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

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

Learning outcome

The learner will:

3. Understand expectations of the minimum core in relation to planning inclusive learning and teaching

Assessment criteria

The learner can:

- 3.1 Explain how minimum core elements can be demonstrated in planning inclusive learning and teaching
- 3.2 Apply elements of the minimum core in planning inclusive learning and teaching

Learning outcome

The learner will:

4. Be able to evaluate own practice in planning inclusive learning and teaching

Assessment criteria

The learner can:

- 4.1 Reflect on own practice in planning to meet the needs of learners
- 4.2 Identify ways to improve own practice in planning to meet the needs of learners

Unit 312

Identify individual learning and development needs

UAN:	K/502/9544
Level:	Level 3
Credit value:	3
GLH:	24
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand the principles and practices of learning needs analysis for individuals
Assessment criteria
The learner can: 1.1 Explain the principles and practices of learning needs analysis for individuals 1.2 Analyse the factors that influence individual learning needs, preferences and styles 1.3 Compare methods used to assess individual learning needs

Learning outcome
The learner will: 2. Be able to conduct learning needs analysis for individuals
Assessment criteria
The learner can: 2.1 Agree the purpose, aims and methodology of the learning needs analysis with individuals 2.2 Apply learning needs analysis methodology to assess the individual's current level of achievement and potential 2.3 Analyse learning needs and communicate to the learner

Learning outcome
The learner will: 3. Be able to agree individual learning and development needs
Assessment criteria
The learner can: 3.1 Agree and prioritise individual learning and development needs 3.2 Advise individuals about learning and development options to meet: <ul style="list-style-type: none">• learner priorities• learning preferences• learning styles

Unit 313

Using resources for lifelong learning

UAN:	Y/503/4917
Level:	Level 3
Credit value:	3
GLH:	15
Assessment:	This unit should be assessed by learner portfolio

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

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

Learning outcome
The learner will: 3. Be able to evaluate own use of resources in the delivery of inclusive learning and teaching
Assessment criteria
The learner can: 3.1 Reflect on own practice in using resources to meet the needs of all learners 3.2 Identify ways to improve own practice in using resources to meet the needs of all learners

Unit 314

Assess occupational competence in the work environment

UAN:	H/601/5314
Level:	Level 3
Credit value:	6
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Be able to plan the assessment of occupational competence
Assessment criteria
The learner can: 1.1 Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none">• observation of performance in the work environment• examining products of work• questioning the learner• discussing with the learner• use of others (witness testimony)• looking at learner statements• recognising prior learning 1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner 1.3 Plan the assessment of occupational competence to address learner needs and current achievements 1.4 Identify opportunities for holistic assessment

Learning outcome
The learner will: 2. Be able to make assessment decisions about occupational competence
Assessment criteria
The learner can: 2.1 Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none">• observation of performance• examining products of work• questioning the learner

<ul style="list-style-type: none"> • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning
2.2 Make assessment decisions of occupational competence against specified criteria
2.3 Follow standardisation procedures
2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression

Learning outcome
The learner will: 3. Be able to provide required information following the assessment of occupational competence
Assessment criteria
The learner can: 3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress 3.2 Make assessment information available to authorised colleagues 3.3 Follow procedures to maintain the confidentiality of assessment information

Learning outcome
The learner will: 4. Be able to maintain legal and good practice requirements when assessing occupational competence
Assessment criteria
The learner can: 4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare 4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence 4.3 Evaluate own work in carrying out assessments of occupational competence 4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

Unit 315

Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)

UAN:	K/503/5473
Level:	Level 3
Credit value:	6
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand and demonstrate how to work with models of recognition and accreditation of prior learning
Assessment criteria
The learner can: 1.1 Describe models of recognition to learners, assessors and other relevant stakeholders 1.2 Recognise and assess prior learning in accordance with key principles and practice of assessment 1.3 Describe procedures for providing professional guidance for learners, assessors and other relevant stakeholders

Learning outcome
The learner will: 2. Provide guidance to learners on recognition and accreditation of prior learning (APL) when selecting their target qualifications
Assessment criteria
The learner can: 2.1 Provide guidance for learners in choosing target qualifications that include their prior learning 2.2 Describe evidence required to meet the relevant learning outcomes, assessment criteria and verification requirements for the learners' target units

Learning outcome
The learner will: 3. Understand and demonstrate how to ensure appropriate guidance and reliable and valid assessment for learners following the APL route
Assessment criteria
The learner can: 3.1 Support learners to recognise prior learning and achievement whilst considering professional ethics and any particular assessment requirements 3.2 Support learners with different needs to collect, organise and present theoretical and performance evidence to meet the requirements of the target units

Learning outcome
The learner will: 4. Understand and demonstrate how to provide effective formative guidance for learners
Assessment criteria
The learner can: 4.1 Explain the importance of guidance that ensures learners have ownership of the process of recognition and, where appropriate, accreditation, as an entitlement or right 4.2 Implement a programme of professional guidance for learners, maintaining records for assessment and verification purposes

Learning outcome
The learner will: 5. Understand and demonstrate how to work with the assessment team to lead guidance and assessment for learners
Assessment criteria
The learner can: 5.1 Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance

Learning outcome
The learner will: 6. Assess and feedback on evidence presented by learners
Assessment criteria
The learner can: 6.1 Consistently judge the reliability, validity, authenticity, currency, relevance and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target unit(s) 6.2 Provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target unit(s) identifying the additional evidence required

Learning outcome
The learner will: 7. Understand and demonstrate how to promote understanding of recognition and prior learning with external stakeholders
Assessment criteria
The learner can: 7.1 Describe how external stakeholders can support the professional skills and competencies of those involved in providing guidance on recognition and accreditation of prior learning 7.2 Explain the relevant processes, procedures and criteria that ensure recognition is accepted as equivalent to other forms of assessment by relevant external stakeholders

Learning outcome
The learner will: 8. Demonstrate how to engage in reflective learning with learners and other members of the assessment team to evaluate and improve practice
Assessment criteria
The learner can: 8.1 Reflect on own, learner and the assessment team experiences of applying the recognition process 8.2 Identify improvements to practice based on reflective learning

Unit 316

The coaching and mentoring roles

UAN:	M/503/5507
Level:	Level 3
Credit value:	6
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand the role and responsibilities of the coach and the mentor
Assessment criteria
The learner can: 1.1 Identify the roles and responsibilities of the coach and the mentor 1.2 Define the differences between the roles of the coach and the mentor 1.3 Describe the skills required in a coach and a mentor 1.4 Identify legislative requirements that impact on the coaching and mentoring process 1.5 Explain organisational policies and procedures to be followed in coaching and mentoring

Learning outcome
The learner will: 2. Understand techniques for a coaching and mentoring relationship
Assessment criteria
The learner can: 2.1 Describe techniques for coaching and mentoring that meet learner needs 2.2 Describe techniques that can be used to create an environment for coaching and mentoring 2.3 Explain the importance of communication techniques in the coaching and mentoring relationship 2.4 Explain the need for confidentiality in maintaining the coaching and mentoring relationship 2.5 Identify resources required for coaching and mentoring roles

Learning outcome
The learner will: 3. Understand the stages of progression through a coaching and mentoring relationship
Assessment criteria
The learner can: 3.1 Explain the need for a code of conduct and ground rules when setting boundaries for coaching and mentoring relationships 3.2 Identify problems and solutions that may arise in coaching and mentoring 3.3 Explain how rapport can overcome barriers in coaching and mentoring sessions 3.4 Explain ways to clarify misunderstandings in order to progress the coaching and mentoring relationship 3.5 Describe ways to complete the coaching and mentoring relationship in a positive way

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

Learning outcome
The learner will: 5. Understand how to review the learner's progress and achievements
Assessment criteria
The learner can: 5.1 Explain the importance of record keeping in reviewing learner progress through coaching and mentoring 5.2 Describe reviewing strategies for motivating learners to achieve their goals 5.3 Explain alternative support which can be provided to the learner when referral is appropriate 5.4 Identify the support available to the coach and mentor 5.5 Use reflective practice and feedback from others to review own role and identify areas for development

Unit 317

Engage learners in the learning and development process

UAN:	F/502/9551
Level:	Level 3
Credit value:	6
GLH:	30
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand principles and purpose of engaging learners in learning and development
Assessment criteria
The learner can: 1.1 Explain principles of learner engagement in the learning and development process 1.2 Evaluate the processes and activities used to engage learners in learning and development 1.3 Explain information and advice learners need for learning and development 1.4 Analyse learner motivation for learning and development 1.5 Analyse ways to overcome barriers to learning and development faced by learners 1.6 Explain methods of engaging learners in their own progress review of learning

Learning outcome
The learner will: 2. Understand the role of mentoring in facilitating learning
Assessment criteria
The learner can: 2.1 Explain how mentoring can engage and motivate learners 2.2 Summarise the role and characteristics of a mentor 2.3 Analyse mentoring relationships that engage and motivate learners

Learning outcome

The learner will:

3. Be able to assist and engage the learner in the learning and development process

Assessment criteria

The learner can:

- 3.1 Demonstrate working relationships with learners to motivate learning
- 3.2 Provide assistance to learners to encourage them to take responsibility for their own learning and development
- 3.3 Provide learners with the information and advice to engage in learning and development that meets their needs

Learning outcome

The learner will:

4. Be able to assist the learner in reviewing their own progress

Assessment criteria

The learner can:

- 4.1 Establish opportunities to review progress with learners
- 4.2 Provide learners with constructive feedback on their learning and development
- 4.3 Enable learners to give feedback on their learning experience
- 4.4 Analyse progress and achievement with learners
- 4.5 Assist learners to in adapting learning and development plans to reflect future learning needs

Unit 318

Engage with employers to develop and support learning provision

UAN:	Y/502/9555
Level:	Level 3
Credit value:	6
GLH:	25
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand information relating to employers developing provision for learners
Assessment criteria
The learner can: 1.1 Analyse information sources about individual employers and employment sectors, locally and nationally 1.2 Summarise learning provision available to an employer 1.3 Summarise legal requirements that apply to employers developing and supporting provision for learners

Learning outcome
The learner will: 2. Understand how to engage with employers for the benefit of learners
Assessment criteria
The learner can: 2.1 Explain how to prepare for first contact with employers to discuss learning provision 2.2 Evaluate employers' level of interest in providing learning opportunities for learners 2.3 Evaluate strategies that help employers overcome concerns about offering learning opportunities 2.4 Explain why employers might need support to provide learning for learners 2.5 Explain the importance of clear channels of communication with employers as delivery partners

Learning outcome
The learner will: 3. Be able to engage with employers for the benefit of learners
Assessment criteria
The learner can: 3.1 Provide employers with clear information and advice about learning requirements for learners 3.2 Provide advice and assistance to employers delivering learning opportunities 3.3 Establish channels of communication for feedback from employers on the progress of learners

Learning outcome
The learner will: 4. Be able to evaluate the effect of employer provision on the learner and partner organisation
Assessment criteria
The learner can: 4.1 Assess the impact of employer provision on learners' learning outcomes 4.2 Review the impact of employer provision on partner organisations

Unit 319

Equality and diversity

UAN:	R/503/5788
Level:	Level 3
Credit value:	6
GLH:	25
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand the key features of a culture which promotes equality and values diversity
Assessment criteria
The learner can: 1.1 Define the meanings of equality and diversity in the UK context 1.2 Identify the benefits of promoting equality and diversity for individual learners 1.3 Explain the impact of forms of inequality and discrimination on individuals and communities 1.4 Outline legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity

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

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

Learning outcome

The learner will:

4. Understand how to help others in the promotion of equality and valuing of diversity

Assessment criteria

The learner can:

- 4.1 Describe actions by individuals which can undermine equality and diversity
- 4.2 Explain ways to deal with systems and structures which do not promote equality and diversity

Learning outcome

The learner will:

5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning

Assessment criteria

The learner can:

- 5.1 Identify own strengths in promoting equality and valuing diversity
- 5.2 Evaluate the impact of own practice in promoting equality and valuing diversity
- 5.3 Identify areas for further personal development in promoting equality and valuing diversity

Unit 320

Preparing for the coaching role

UAN:	A/503/5509
Level:	Level 3
Credit value:	3
GLH:	15
Assessment:	An assignment is available for this unit

Learning outcome

The learner will:

1. Understand own role and responsibilities in relation to coaching

Assessment criteria

The learner can:

- 1.1 Describe the role and responsibilities of the coach
- 1.2 Explain the skills required for coaching
- 1.3 Identify the need for codes of conduct and ground rules when setting boundaries for coaching
- 1.4 Explain the importance of confidentiality in a coaching relationship

Learning outcome

The learner will:

2. Understand ways to identify individual coaching needs

Assessment criteria

The learner can:

- 2.1 Describe ways in which individual coaching needs are identified
- 2.2 Identify learning needs that can be met through coaching
- 2.3 Explain ways to clarify the learner's goals and facilitate their achievement

Learning outcome

The learner will:

3. Understand techniques to establish and maintain a coaching relationship

Assessment criteria

The learner can:

- 3.1 Explain key techniques of coaching that meet learner needs
- 3.2 Identify resources required for coaching
- 3.3 Describe how potential barriers to coaching can be overcome through building a rapport with individuals in coaching sessions
- 3.4 Describe ways of creating an environment in which effective coaching can take place

Learning outcome
The learner will: 4. Understand how to review progress through coaching
Assessment criteria
The learner can: 4.1 Describe how to review the coachee's progress 4.2 Explain how to provide feedback to learners on their progress 4.3 Explain how to use learning received through coaching 4.4 Review own coaching role and identify areas for development

Unit 321

Preparing for the mentoring role

UAN:	T/503/5511
Level:	Level 3
Credit value:	3
GLH:	15
Assessment:	An assignment is available for this unit

Learning outcome

The learner will:

1. Understand own role and responsibilities in relation to mentoring

Assessment criteria

The learner can:

- 1.1 Describe the role and responsibilities of the mentor
- 1.2 Explain the skills required for mentoring
- 1.3 Identify the need for codes of conduct and ground rules when setting boundaries for mentoring
- 1.4 Explain the importance of confidentiality in a mentoring relationship

Learning outcome

The learner will:

2. Understand ways to identify individual mentoring needs

Assessment criteria

The learner can:

- 2.1 Describe ways in which individual coaching needs are identified
- 2.2 Identify learning needs that can be met through mentoring
- 2.3 Explain ways to clarify the learner's goals and facilitate their achievement

Learning outcome

The learner will:

3. Understand techniques to establish and maintain a mentoring relationship

Assessment criteria

The learner can:

- 3.1 Explain key techniques of mentoring that meet learner needs
- 3.2 Identify resources required for mentoring
- 3.3 Describe how potential barriers to mentoring can be overcome through building a rapport with individuals in mentoring sessions
- 3.4 Describe ways of creating an environment in which effective mentoring can take place

Learning outcome
The learner will: 4. Understand how to review progress through mentoring
Assessment criteria
The learner can: 4.1 Describe how to review the mentee's progress 4.2 Explain how to provide feedback to learners on their progress 4.3 Explain how to use learning received through mentoring 4.4 Review own mentoring role and identify areas for development

Unit 322

Provide information and advice to learners and employers

UAN:	R/502/9554
Level:	Level 3
Credit value:	3
GLH:	20
Assessment:	This unit should be assessed by learner portfolio

Learning outcome
The learner will: 1. Understand information and advice available for learners and employers
Assessment criteria
The learner can: 1.1 Analyse information and advice needs of <ul style="list-style-type: none">• individual learners• employers 1.2 Evaluate sources of information and advice available to meet the needs of <ul style="list-style-type: none">• individual learners• employers

Learning outcome
The learner will: 2. Understand own boundaries and limitations in relation to providing information and advice
Assessment criteria
The learner can: 2.1 Explain own boundaries for the provision of information and advice to <ul style="list-style-type: none">• individual learners• employers 2.2 Explain how to access information and advice from within and outside the organisation when needs go beyond own boundaries for <ul style="list-style-type: none">• individual learners• employers 2.3 Evaluate the impact of providing incorrect or misleading information and advice to <ul style="list-style-type: none">• individual learners• employers

Learning outcome

The learner will:

3. Be able to provide information and advice to learners and employers

Assessment criteria

The learner can:

3.1 Identify information and advice needs of

- individual learners
- employers

3.2 Provide information and advice to

- individual learners
- employers

Learning outcome

The learner will:

4. Be able to assist learners and employers to access information and advice

Assessment criteria

The learner can:

4.1 Identify sources of information and advice to meet the needs of

- individual learners
- employer needs

4.2 Identify barriers to accessing information and advice for

- individual learners
- employers

4.3 Assist with overcoming barriers to accessing information and advice

Unit 323

Quality procedures within the lifelong learning sector

UAN:	Y/503/5792
Level:	Level 3
Credit value:	6
GLH:	25
Assessment:	An assignment is available for this unit

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

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

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

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

Unit 324

Applying knowledge of ICT for learning and teaching

UAN:	M/503/5006
Level:	Level 3
Credit value:	3
GLH:	15
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand personal, social and cultural factors influencing ICT learning and development
Assessment criteria
The learner can: 1.1 Explain the importance of ICT in enabling access to and participation in society and the modern economy 1.2 Explain factors that enhance or inhibit the acquisition and development of ICT skills 1.3 Explain key factors relating to learners' technological and educational backgrounds 1.4 Identify learning disabilities and difficulties relating to ICT learning and skill development

Learning outcome
The learner will: 2. Understand how communication permeates all aspects of ICT
Assessment criteria
The learner can: 2.1 Explain how communication processes underpin the use of assessment methods for different purposes in ICT 2.2 Explain the relationship between ICT and communication 2.3 Explain ways to communicate ICT language, concepts and processes

Learning outcome
The learner will: 3. Understand key processes involved in purposeful use of ICT
Assessment criteria
The learner can: 3.1 Explain the meaning of purposeful use of ICT 3.2 Explain how to select and apply ICT content, knowledge and skills for purposeful use of ICT 3.3 Explain how ICT can be used to develop independent and effective learners

Learning outcome
The learner will: 4. Understand how to apply knowledge and skills that underpin key processes in ICT
Assessment criteria
The learner can: 4.1 Explain the essential characteristics of ICT 4.2 Explain how to select and apply ICT content knowledge and skills applicable to own professional needs and own area of specialism 4.3 Explain how learners develop ICT skills

Learning outcome
The learner will: 5. Be able to apply knowledge and understanding of ICT in own professional practice
Assessment criteria
The learner can: 5.1 Explain ways in which knowledge and understanding of ICT can be applied to own professional practice 5.2 Apply knowledge and understanding of ICT in own professional practice

Unit 325

Applying knowledge of literacy and language for learning and teaching

UAN:	Y/503/4948
Level:	Level 3
Credit value:	3
GLH:	25
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand personal, social and cultural factors influencing language and literacy learning and development
Assessment criteria
The learner can: 1.1 Explain the importance of English language and literacy in enabling users to participate in public life, society and the modern economy 1.2 Explain factors that enhance or inhibit the acquisition and development of literacy and language skills 1.3 Explain the importance of context in language use 1.4 Identify learning disabilities and difficulties relating to literacy and language learning and skill development 1.5 Explain the role of the first language in the acquisition of additional languages

Learning outcome
The learner will: 2. Understand key features of the English language
Assessment criteria
The learner can: 2.1 Explain the changing nature of the English language 2.2 Explain key issues relating to varieties of English 2.3 Use appropriate meta-language to describe and discuss key features of language

Learning outcome
The learner will: 3. Understand the development of speaking, listening, reading and writing skills
Assessment criteria
The learner can: 3.1 Explain the role of speaking, listening, reading and writing in developing literacy and language skills 3.2 Explain ways in which speaking, listening, reading and writing are interdependent 3.3 Explain the implications of learners having different skills levels in speaking, listening, reading and writing with reference to own area of specialism 3.4 Explain key factors which influence choice and use of language in speaking 3.5 Explain key factors which support the processing of oral information 3.6 Explain key features of the reading process 3.7 Explain key factors which influence choice and use of language in writing

Learning outcome
The learner will: 4. Be able to apply knowledge and understanding of literacy in own professional practice
Assessment criteria
The learner can: 4.1 Explain ways in which knowledge and understanding of literacy can be applied to own professional practice 4.2 Apply knowledge and understanding of literacy in own practice

Unit 326

Applying knowledge of numeracy for learning and teaching

UAN:	R/503/4950
Level:	Level 3
Credit value:	3
GLH:	15
Assessment:	An assignment is available for this unit

Learning outcome
The learner will: 1. Understand personal, social and cultural factors influencing numeracy learning and development
Assessment criteria
The learner can: 1.1 Explain the importance of numeracy in enabling access to and participation in society and the modern economy 1.2 Explain factors that enhance or inhibit the acquisition and development of numeracy skills 1.3 Identify learning disabilities and difficulties relating to numeracy learning and skill development

Learning outcome
The learner will: 2. Understand how communication permeates all aspects of numeracy
Assessment criteria
The learner can: 2.1 Explain how communication processes underpin the use of assessment methods for different purposes in numeracy 2.2 Explain the role of communication in numeracy 2.3 Explain ways to communicate numeracy language, concepts and processes 2.4 Explain how numeracy concepts can be culturally dependent

Learning outcome
The learner will: 3. Understand key processes involved in using numeracy to support problem solving
Assessment criteria
The learner can: 3.1 Explain ways in which numeracy skills can help to solve problems in a range of routine and non-routine contexts 3.2 Explain how to select and apply a range of numeracy content, knowledge and skills to find solutions

Learning outcome
The learner will: 4. Understand how to apply knowledge and skills that underpin key processes in numeracy
Assessment criteria
The learner can: 4.1 Explain ways in which situations can be represented through numeracy 4.2 Explain how to select and apply numeracy content knowledge and skills applicable to own professional needs and own area of specialism 4.3 Explain ways to address the common misconceptions and confusions related to number associated difficulties 4.4 Explain how to interpret, evaluate and communicate results of investigations, reflecting on processes and findings

Learning outcome
The learner will: 5. Be able to apply knowledge and understanding of numeracy in own professional practice
Assessment criteria
The learner can: 5.1 Explain ways in which knowledge and understanding of numeracy can be applied to own professional practice 5.2 Apply knowledge and understanding of numeracy in own professional practice



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.

City & Guilds
Believe you can



www.cityandguilds.com

Useful contacts

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

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

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

About City & Guilds

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

City & Guilds Group

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

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

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

HB-01-6304