

# Level 5 Diploma in Teaching in the Lifelong Learning Sector (6305)

May 2014 Version 1.4



## Qualifications at a glance

<b>Subject area</b>	<b>Teaching in the Lifelong Learning Sector</b>
<b>City &amp; Guilds number</b>	6305
<b>Age group approved</b>	19+
<b>Entry requirements</b>	There are no academic nationally agreed entry requirements although there is more information in section 4. 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 you join the qualification programme having already completed a PTLLS award, your record of development needs and previous action to address them should be reviewed
<b>Assessment</b>	Will be a mixture of portfolio based evidence and assignments
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook – coming soon Assessment pack – coming soon
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 5 Diploma in Teaching in the Lifelong Learning Sector	6305-01	600/5202/8

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.4 May 2014	Amended incorrect wording in structure details - Credit value at Level 3 changed from 'minimum 12' to 'maximum 12'	<b>Page 14</b>
1.3 April 2014	Amended qualification aims in line with removal of regulation requirement	<b>Page 7 &amp; 9</b>
1.2 April 2013	Clarified credits required at level 5 on page 14	<b>Structure</b>



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# 1 Introduction

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

Area	Description
Who are the qualifications for?	They are 'in service' qualifications for those who work in a full teaching role in the Further Education (FE) sector in England.
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment and/or career progression in the FE sector.
Are the qualifications part of a framework or initiative?	These qualifications have been designed to replace the QCF qualifications introduced in 2007. These qualifications also sit on the QCF and have been updated in order to respond to sector demands and to provide increased flexibility to respond to the changing demands of the FE sector.
Who did we develop the qualification with?	They were developed in association with the Learning and Skills Improvement Service (LSIS)
What opportunities for progression are there?	<p>They allow learners to progress to City &amp; Guilds a number of Level 5 Additional Diplomas in:</p> <ul style="list-style-type: none"> <li>• Teaching English: Literacy</li> <li>• Teaching English: ESOL</li> <li>• Teaching English: Literacy and ESOL</li> <li>• Teaching Numeracy</li> <li>• Teaching English: Literacy in the Lifelong Learning Sector</li> <li>• Teaching English: ESOL in the Lifelong Learning Sector</li> <li>• Teaching English: Literacy and ESOL in the Lifelong Learning Sector</li> <li>• Teaching Mathematics: Numeracy in the Lifelong Learning Sector</li> <li>• Teaching Disabled Learners</li> </ul>

## 2 Type of Units

The rules of combination for these qualifications are based on units of four different types. The distinctions are based, in part, on the regulatory requirements of the QCF and in part on the priorities of LSIS. Each of the qualifications enables credits to be achieved through one or more of the following kinds of unit: mandatory units, restricted optional units, open optional units and units that are included in the Rules of Combination (RoC) as other credit.

### Mandatory units

As the QCF term implies, these are units that **must** be completed in order for the qualification to be achieved.

There are far fewer mandatory credits in the updated qualifications compared to the certificate qualifications introduced in 2007. Reducing the number of mandatory units, and the proportion of credits that must be achieved through these units, opens up the opportunity to recognise a far wider range of achievements through optional units relevant to a wide range of employment roles.

### Restricted optional units

'Restricted' and 'open' are terms used by LSIS to draw a distinction between the ways that optional units are used within these qualifications.

In the rules of combination optional units are grouped. Choice in some of the groups is limited to ensure that required content is covered while still allowing a degree of flexibility in the choice of units for part of a specific qualification. In particular, restricted optional units are used to provide the opportunity to take units from Learning and Development qualifications (6318). Restricted optional units therefore encourage movement between different teaching activity and context within the sector, while ensuring that essential skills and knowledge are covered within each qualification.

## **Open optional units**

In addition to the restricted options, the qualifications also offer the opportunity to achieve credits through 'open' groups of optional units. As the term implies, these groups of units offer a wide range of opportunities for specialist skills and knowledge to be recognised within a qualification.

They are used to recognise achievements within the qualifications that go beyond the essential requirements of a qualification but enhance professional expertise in a particular area.

There is one group of optional units in this diploma qualification – Group L. A list of open optional units is provided in the RoC table in this document.

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

## **Other credit**

In addition to restricted and open optional units, the qualification also offers the opportunity to achieve credits through units that are included in the RoC as 'other' credit. These units are not listed.

For this qualification LSIS has permitted units to be drawn from any sector - though they must be at a minimum of Level 3. This gives the opportunity to use units that are related to subjects and areas of expertise teachers deliver in the further education. The ability to achieve a small proportion of credits through these 'unlisted' units is intended to encourage movement into the lifelong learning sector of those with skills developed in other contexts and sectors, particularly skills related to employment. This provides an opportunity to recognise the dual professionalism of teachers in the further education sector in England.

Optional unit Group L (36 credits in total) specifies that up to twelve of these can be through the use of other credits.

## Progression

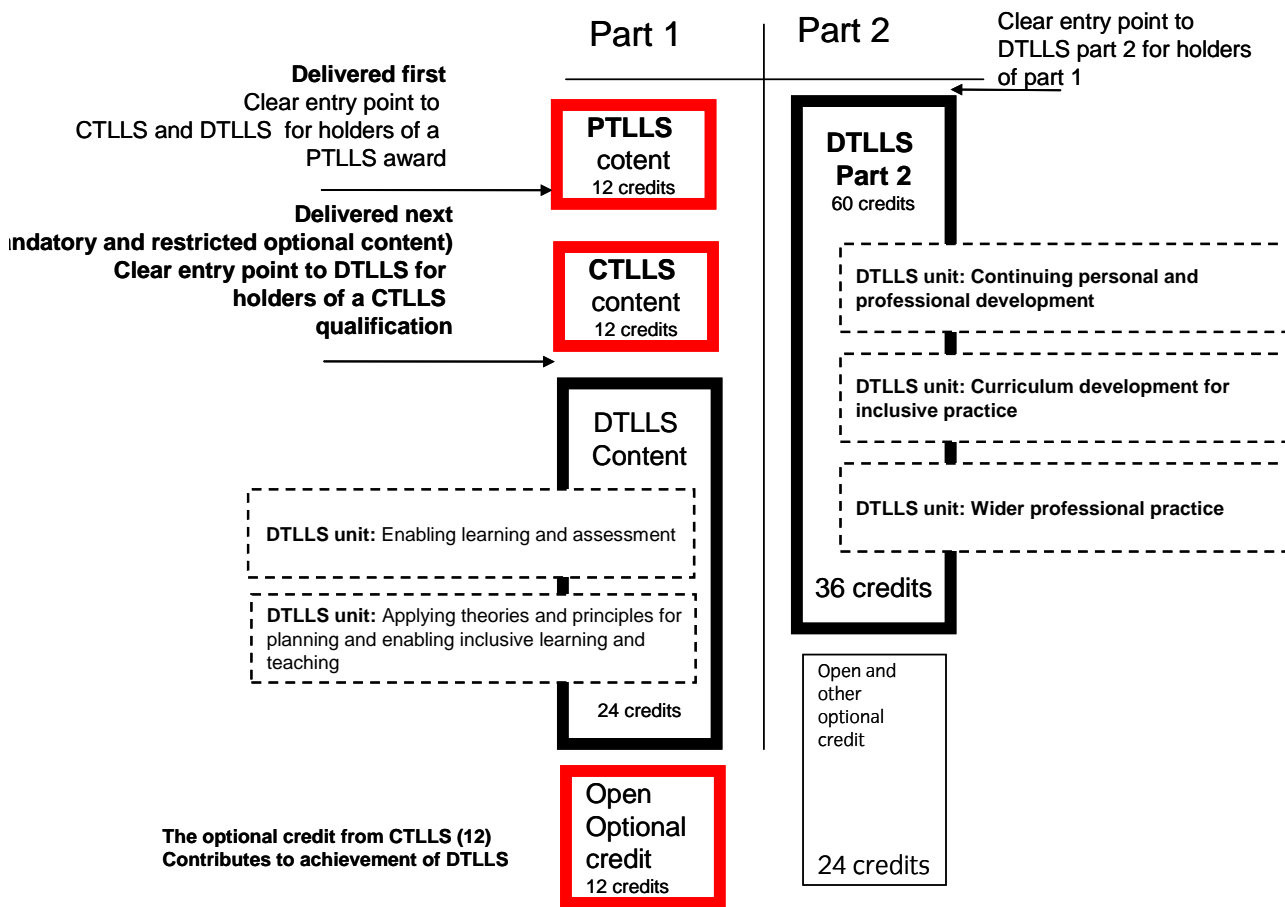
Teaching qualifications for the FE sector were reviewed and updated as an integrated suite, with changes in one qualification being reflected in others. If teachers wish to take a PTLLS (6302) award as a first step, the content of these programmes is included in the diploma programme and can be recognised. If a trainee holds a CTLLS (6304) qualification the content of these programmes is also included in the diploma programme and can be recognised.

There are three clear points of entry to DTLLS programmes (6305). The sequence includes whole and part qualifications. It is important that potential trainee teachers have access to the information they need to make choices about the qualifications they need to undertake. Some of the important information is detailed here.

City & Guilds requires the DTLLS qualification to be delivered in two parts of approximately sixty credits each (this can vary in some of the literacy, numeracy and ESOL diplomas). The mandatory and restricted optional units are assigned to one of the parts and must not be delivered in the other. The PTLLS (6302) and CTLLS (6304) elements are in Part 1. Sequencing delivery into two parts supports those wishing to move to another programme at a mid point, providing them with a clear entry point to Part 2.

- City & Guilds requires the units included in the PTLLS awards (6302) to be delivered before other units in this Diploma qualification. This will allow those who have achieved a PTLLS Award to join the DTLLS programme at an appropriate point. The units to be delivered first are specified below.
- Trainee teachers may join a Diploma qualification programme already holding a PTLLS Award. City & Guilds recognises the six (6) and twelve (12) credit PTLLS (7303 and 6302) qualifications as meeting the same requirements. Therefore Recognition of Prior Learning will apply to the fullest extent between the two versions of the qualification when learners progress to DTLLS. Learners are not required to present new evidence during this process.
- The mandatory and restricted optional credit in the Certificate qualifications (24 credits) (6304) can be used towards achievement of the DTLLS qualification. City & Guilds requires DTLLS programmes to deliver the content of these CTLLS (6304) units in sequence after PTLLS (7303/6302). This will allow those who have achieved a CTLLS qualification to join the DTLLS programme at an appropriate point.
- For qualifications developed in the QCF the twelve open optional credits from CTLLS (6304) will additionally contribute to the achievement of DTLLS.
- Achievement of the DTLLS permits a maximum of twelve (12) credits at level 3. Those trainee teachers undertaking PTLLS (6302) and CTLLS (6304) qualifications should be made aware of this when deciding which level of qualification to undertake.

## Credit transfer and recognition agreement





### **3 Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)**

#### **Qualification aim**

The Level 5 Diploma in Teaching in the Lifelong Learning Sector prepares trainee teachers for teaching in a wide range of contexts. Level 5 is the minimum level for this qualification.

The primary purpose and content of the qualifications is the same whatever the level. Learners should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

Teachers of literacy, numeracy and ESOL must achieve a teaching qualification for their teaching role and a subject specific teaching qualification. They may take this generic qualification and a separate subject specific qualification. They can also take integrated qualifications where these are combined.

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

The Level 5 Diploma in Teaching in the Lifelong Learning Sector is 120 credits.

#### **Guided Learning hours for the qualifications**

The Level 5 Diploma in Teaching in the Lifelong Learning Sector is 360 hours.

## Practice

There is a requirement for a minimum of 100 hours of practice. This has been reduced from the previous requirement for 150 hours. This is to support access to the qualifications for those with only a limited amount of practice available to them. This is a minimum requirement of the qualification. There is a requirement to evidence working with groups of learners to achieve this qualification though parts of the qualification allow for working solely with individuals.

There are particular requirements for certain units in this qualification. The requirements are detailed below.

## Using practice from literacy, numeracy and ESOL teaching qualifications

Holders of a recognised qualification for teaching literacy, numeracy and ESOL may use a maximum fifty (50) hours practice from one of those qualifications towards the hundred (100) required for DTLLS. This is a change from previous guidance.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards and whilst teaching may not be of a nationally recognised programme, it must be a programme of study that sits within a formally quality assured framework. City & Guilds recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector.

The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

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

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

*(Please also see Teaching practice guidance section for further guidance).*

## **Credit transfer and recognition**

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

- 301/401 Roles, responsibilities and relationships in lifelong learning (L3 or L4)
- 303/403 Understanding inclusive learning and teaching in lifelong learning (L3 or L4)
- 304/404 Using inclusive learning and teaching approaches in lifelong learning (L3 or L4)
- 305 Facilitate learning and development for individuals (L3)
- 306 Facilitate learning and development in groups (L3)
- 429 Manage learning and development in groups (L4)
- 307/407 Principles of assessment in lifelong learning (L3 or L4)
- 308 Understanding the principles and practices of assessment (L3)

This will support trainees to achieve the PTLLS (6302) requirement within their first year of training and will allow those holding a PTLLS award to join a DTLLS programme at an identified point.

Any of the following units selected from the DTLLS RoC must be delivered next:

- 302/402 Delivering lifelong learning (L3 and L4)
- 309/409 Assessing learners in lifelong learning (L3 and L4)
- 311/411 Planning to meet the needs of learners (L3 and L4)
- 313/413 Using resources for lifelong learning (L3 and L4)
- 312 Identify individual learning and development needs (L3)
- 406 Develop and prepare learning and development resources (L4)
- 310 Assess vocational skills, knowledge and understanding (L3)

This will allow those holding a CTLLS (6304) qualification to join a DTLLS programme at an identified point.

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

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in this teaching qualification.

## Requirements for knowledge and understanding elements

Elements should be selected appropriate to context and the needs of each cohort of trainee teachers and/or individual needs. The selected elements should be delivered and assessed across the following mandatory and restricted optional units:

- 302/402 Delivering lifelong learning (L3 or L4)

- 309/409 Assessing learners in lifelong learning (L3 or L4)  
*OR*
- 310 Assess vocational skills, knowledge and understanding (L3)

- 311/411 Planning to meet the needs of (L3 or L4)  
*OR*
- 312 Identify individual learning and development needs (L3)

- 313/413 Using resources for lifelong learning (L3 or L4)  
*OR*
- 406 Develop and prepare learning and development resources (L4)

- 424/524 Enabling learning through assessment (L4 and L5)  
*OR*
- 405 Applying theories and principles for planning and enabling inclusive learning and teaching (L4)

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

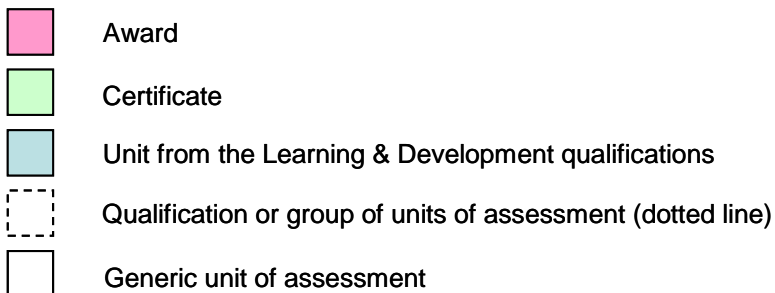
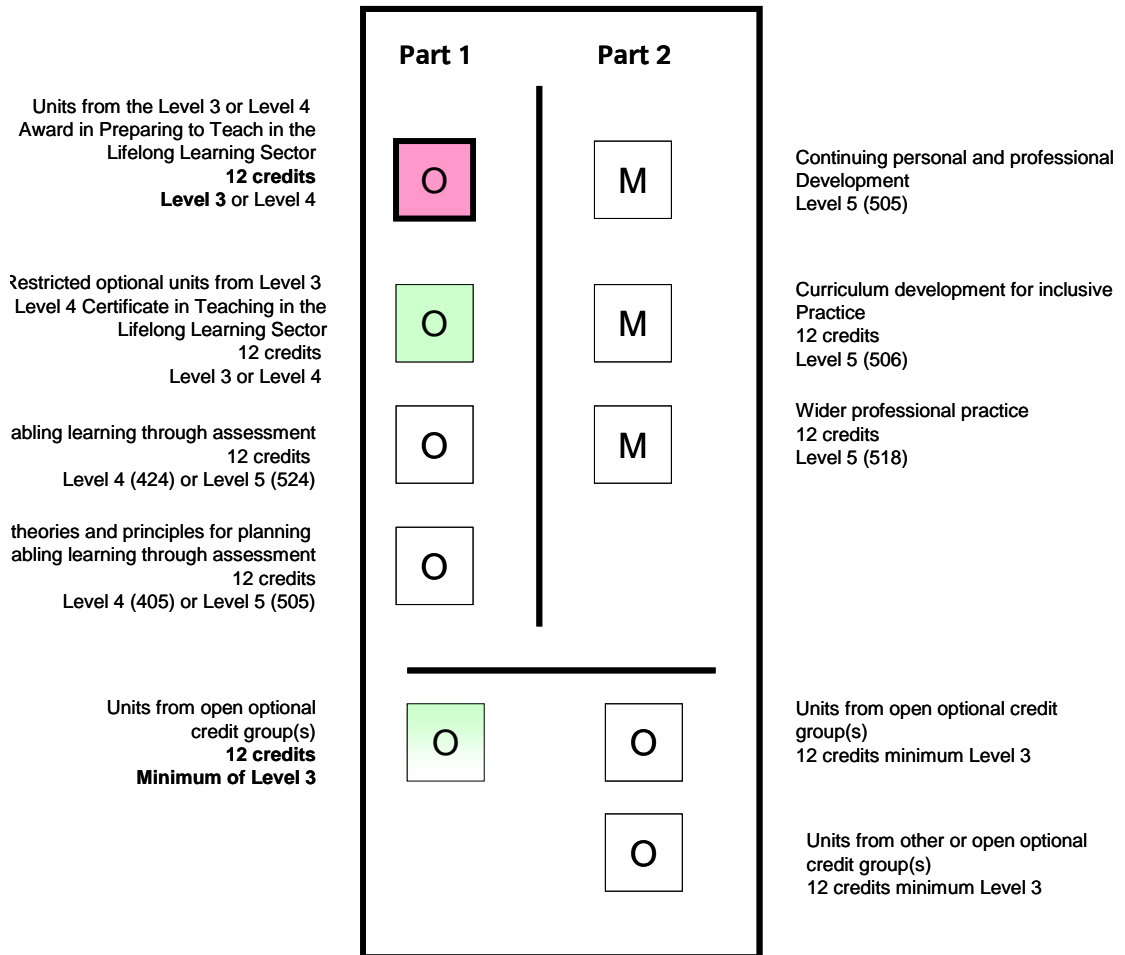
## Qualification Structure at a glance

### Level 5 Diploma in Teaching in the Lifelong Learning Sector

120 credits

Minimum 63 credits at level 5

Maximum 12 credits at level 3



## Structure

### Level 5 Diploma in Teaching in the Lifelong Learning Sector

<b>Total credit value of qualification:</b>	120 credits
<b>Credit value at Level 5 or above:</b>	Minimum 63 credits
<b>Credit value at Level 3:</b>	Maximum 12 credits
<b>Credit value of mandatory units:</b>	36 credits
<b>Credit value of optional units:</b>	84 credits

Learners must achieve:

- 36 credits from Group A,
- 3 credits from Group B,
- 6 credits from Group C or Group D,
- 3 credits from Group E,
- 3 credits from Group F,
- 3 credits from Group G
- 3 credits from Group H
- 3 credits from Group I
- 12 credits from Group J
- 12 credits from Group K
- 36 credits from Group L (optional).

Unit No.	Unit title	Level	Credit Value	GLH	Assessment
<b>Group A</b>					
<i>Thirty six (36) credits must be achieved from this group</i>					
<b>505</b>	Continuing personal and professional development	5	12	30	Portfolio
<b>506</b>	Curriculum development for inclusive practice	5	12	30	Portfolio
<b>518</b>	Wider professional practice	5	12	30	Portfolio
<b>Group B</b>					
<i>Three (3) credits must be achieved from this group</i>					
<b>301</b>	Roles, responsibilities and relationships in lifelong learning	3	3	12	Assignment
<b>401</b>	Roles, responsibilities and relationships in lifelong learning	4	3	12	Assignment

**Group C***Six (6) credits must be achieved from Group C or Group D**If Group C is chosen - Three (3) credits from sub group C1 and 3 credits from sub group C2***Sub group C1**

<b>303</b>	Understanding inclusive learning and teaching in lifelong learning	3	3	12	Assignment
<b>403</b>	Understanding inclusive learning and teaching in lifelong learning	4	3	12	Assignment

**Sub group C2**

<b>304</b>	Using inclusive learning and teaching approaches in lifelong learning	3	3	12	Portfolio
<b>404</b>	Using inclusive learning and teaching approaches in lifelong learning	4	3	12	Portfolio

**Group D***Six (6) credits must be achieved from Group C or Group D*

<b>305</b>	Facilitate learning and development for individuals	3	6	25	Portfolio
<b>306</b>	Facilitate learning and development in groups	3	6	25	Portfolio
<b>429</b>	Manage learning and development in groups	4	6	30	Portfolio

**Group E***Three (3) credits must be achieved from this group*

<b>307</b>	Principles of assessment in lifelong learning	3	3	12	Assignment
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<b>407</b>	Principles of assessment in lifelong learning	4	3	12	Assignment
<b>308</b>	Understanding the principles and practices of assessment	3	3	24	Assignment

### **Group F**

*Three (3) credits must be achieved from this group*

<b>302</b>	Delivering lifelong learning	3	3	15	Portfolio
<b>402</b>	Delivering lifelong learning	4	3	15	Portfolio

### **Group G**

*Three (3) credits must be achieved from this group*

<b>309</b>	Assessing learners in lifelong learning	3	3	15	Portfolio
<b>409</b>	Assessing learners in lifelong learning	4	3	15	Portfolio
<b>310</b>	Assess vocational skills, knowledge and understanding	3	6	24	Portfolio

### **Group H**

*Three (3) credits must be achieved from this group*

<b>311</b>	Planning to meet the needs of learners	3	3	15	Portfolio
<b>411</b>	Planning to meet the needs of learners	4	3	15	Portfolio
<b>312</b>	Identify individual learning and development needs	3	3	24	Portfolio



**Group I***Three (3) credits must be achieved from this group*

<b>313</b>	Using resources for lifelong learning	3	3	15	Portfolio
<b>413</b>	Using resources for lifelong learning	4	3	15	Portfolio
<b>406</b>	Develop and prepare resources for learning and development	4	6	25	Portfolio

**Group J***Twelve (12) credits must be achieved from this group*

<b>424</b>	Enabling learning through assessment	4	12	30	Portfolio
<b>524</b>	Enabling learning through assessment	5	12	30	Portfolio

**Group K***Twelve (12) credits must be achieved from this group*

<b>405</b>	Applying theories and principles for planning and enabling inclusive learning and teaching	4	12	30	Portfolio
<b>504</b>	Applying theories and principles for planning and enabling learning	5	12	30	Portfolio

**Group L***Thirty six (36) credits must be achieved from this group**A minimum of 24 credits must come from the listed units**A maximum of 12 credits can be achieved from other credit (minimum level 3)*

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

<b>317</b>	Engage learners in the learning and development process	3	6	30	Portfolio
<b>318</b>	Engage with employers to develop and support learning provision	3	6	25	Portfolio
<b>418</b>	Engage with employers to facilitate workforce development	4	6	30	Assignment
<b>319</b>	Equality and diversity	3	6	25	Assignment
<b>419</b>	Equality and diversity	4	6	25	Assignment
<b>508</b>	ESOL and the learners	5	15	40	Assignment
<b>509</b>	ESOL theories and frameworks	5	15	40	Assignment
<b>425</b>	Evaluating learning programmes	4	3	15	Assignment
<b>426</b>	Identify the learning needs of organisations	4	6	30	Portfolio
<b>510</b>	Improving numeracy knowledge, understanding and practice	5	15	40	Assignment
<b>511</b>	Inclusive learning and teaching for disabled learners	5	15	40	Assignment
<b>427</b>	Inclusive practice	4	15	50	Assignment
<b>527</b>	Inclusive practice	5	15	50	Assignment
<b>428</b>	Internally assure the quality of assessment	4	6	45	Portfolio
<b>432</b>	(The) Lifelong learning sector	4	15	50	Assignment
<b>532</b>	(The) Lifelong learning sector	5	15	50	Assignment
<b>512</b>	Literacy and the learners	5	15	40	Assignment
<b>513</b>	Literacy	5	15	40	Assignment

	theories and frameworks				
<b>514</b>	Literacy, ESOL and the learners	5	15	40	Assignment
<b>515</b>	Numeracy and the learners	5	15	40	Assignment
<b>320</b>	Preparing for the coaching role	3	3	15	Assignment
<b>420</b>	Preparing for the coaching role	4	3	15	Assignment
<b>321</b>	Preparing for the mentoring role	3	3	15	Assignment
<b>421</b>	Preparing for the mentoring role	4	3	15	Assignment
<b>322</b>	Provide information and advice to learners and employers	3	3	20	Portfolio
<b>323</b>	Quality procedures within the lifelong learning sector	3	6	25	Assignment
<b>423</b>	Quality procedures within the lifelong learning sector	4	6	20	Assignment
<b>431</b>	Teaching in a specialist area	4	15	50	Assignment
<b>516</b>	Tutoring and course leadership in the lifelong learning sector	5	15	50	Portfolio
<b>436</b>	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45	Portfolio
<b>433</b>	Understanding and managing behaviours in a learning environment	4	6	20	Assignment
<b>434</b>	Understanding and managing behaviours in a learning	4	15	50	Portfolio

<b>517</b>	environment Understanding theories and frameworks for teaching disabled learners	5	15	40	Assignment
<b>437</b>	Using study skills approaches and techniques to enhance the learning of others	4	6	25	Portfolio
<b>438</b>	Working with individual learners	4	15	50	Portfolio
<b>439</b>	Working with individuals and small groups in a learning environment	4	9	30	Portfolio
<b>446</b>	Working with the 14-16 age range in the learning environment	4	9	30	Assignment
<b>546</b>	Working with the 14-19 age range in the learning environment	5	15	50	Assignment

## Teaching practice guidance

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

- 301/401 Roles, responsibilities and relationships in lifelong learning (L3 and L4)
- 303/403 Understanding inclusive learning and teaching in lifelong learning (L3 and L4)
- 307/407 Principles of assessment in lifelong learning (L3 and L4)
- 308 Understanding the principles and practices of assessment (L3)

For the following unit there **is a requirement** to undertake **micro teaching** for assessment purposes:

- 304/404 Using inclusive learning and teaching approaches in lifelong learning (L3 and L4)

This will allow learners to start on programmes and achieve units without a practical teaching element. However, this is a minimum requirement and centres may wish to include a practice requirement for their programme.

For the following units there **is a requirement** for learners to undertake practice in a **work environment**. Practice should be in the appropriate context – either with groups of learners or with individual learners:

- 305 Facilitate learning and development for individuals (L3)
- 306 Facilitate learning and development in groups (L3)
- 429 Manage learning and development in groups (L4)
- 310 Assess vocational skills, knowledge and understanding (L3)
- 312 Identify individual learning and development needs (L3)
- 406 Develop and prepare learning and development resources (L4)

Other units from the qualifications for learning and development are available as open optional units. For these units there **is a requirement** for learners to undertake practice in a **work environment**:

- 408 Develop learning and development programmes (L4)
- 317 Engage learners in the learning and development process (L3)
- 318 Engage with employers to develop and support learning provision (L3)
- 418 Engage with employers to facilitate workforce development (L4)
- 426 Identify the learning needs of organisations (L4)
- 428 Internally assure the quality of assessment (L4)

For the following units **it is a requirement** that learners undertake practice. This can be with individual learners, groups of learners or a combination of both.

- 302/402 Delivering lifelong learning (L3 and L4)
- 309/409 Assessing learners in lifelong learning (L3 and L4)
- 311/411 Planning to meet the needs of learners (L3 and L4)
- 313/413 Using resources for lifelong learning (L3 and L4)

**Note:** there is no requirement for trainee teachers to work with groups when undertaking this part of the programme. Some trainees may be working solely with individuals. However, a programme may also provide support and preparation for working with groups when appropriate.

For the following units it is a requirement that learners to undertake practice. This must include working with groups of learners.

- 424/524 Enabling learning through assessment (L4 and L5)
- 405 Applying theories and principles for planning and enabling inclusive learning and teaching (L4)
- 505 Continuing personal and professional development (L5)
- 506 Curriculum development for inclusive practice (L5)
- 518 Wider professional practice (L5)

### **Observed and assessed practice**

There must be a minimum of 8 observations totalling a minimum of 8 hours. (This excludes any observed practice completed as part of a PTLLS award or observations of any microteaching sessions). Any single observation must be a minimum of half an hour. These are minimum requirements whatever combination of units is undertaken by a learner to achieve the qualification.

There are particular assessment requirements for certain units and these are that all those observing and assessing practice should have:

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

For the following units there **is no requirement** to observe and assess practice in a learning and teaching environment. This will allow learners to start on programmes and achieve units without a practical teaching element.

- 301/401 Roles, responsibilities and relationships in lifelong learning (L3 and L4)
- 303/403 Understanding inclusive learning and teaching in lifelong learning (L3 and L4)
- 307/407 Principles of assessment in lifelong learning (L3 and L4)
- 308 Understanding the principles and practices of assessment (L3)

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

- 304/404 Using inclusive learning and teaching approaches in lifelong learning (L3 and L4)

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

For the following units there **is a requirement** that the practice of learners should be observed and assessed in a **learning and teaching environment**. Observations can be formative and summative:

- 302/402 Delivering lifelong learning (L3 and L4)
- 309/409 Assessing learners in lifelong learning (L3 and L4)
- 311/411 Planning to meet the needs of learners (L3 and L4)
- 313/413 Using resources for lifelong learning (L3 and L4)
- 405 Applying theories and principles for planning and enabling inclusive learning and teaching (L4)
- 505 Continuing personal and professional development (L5)
- 506 Curriculum development for inclusive practice (L5)
- 518 Wider professional practice (L5)

For the following units, that assess occupational competence, there **is a requirement** that learners are assessed in a **work environment**. Practice assessed should be in the appropriate context – either with individual learners or groups of learners:

- 303 Facilitate learning and development for individuals (L3)
- 306 Facilitate learning and development in groups (L3)
- 429 Manage learning and development in groups (L4)
- 312 Identify individual learning and development needs (L3)
- 406 Develop and prepare learning and development resources (L4)

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

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
  - 631-31/ 81 Level 3 Award in Assessing Competence in the Work Environment or
  - 6317-33/83 Level 3 Certificate in Assessing Vocational Achievement, or
  - A1 Assess learner performance using a range of methods, or
  - D32 Assess learner performance and D33 Assess learners using differing sources of evidence;
- and
- show current evidence of continuing professional development in assessment and learning and development.



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

In the Level 5 Diploma in Teaching in the Lifelong Learning Sector there are a number of restricted optional units and open optional units.

Included as restricted optional units are:

- 308 Understanding the principles and practices of assessment (L3)
- 310 Assess vocational skills, knowledge and understanding (L3)

Included as open optional units are:

- 314 Assess occupational competence in the work environment (L3)
- 436 Understanding the principles and practices of internally assuring the quality of assessment (L4)
- 428 Internally assure the quality of assessment (L4)

If these units are delivered the assessment strategy of the associated qualifications from the learning and development suite (6318) must be adhered to.

## **Using assessments from literacy, numeracy and ESOL teaching qualifications**

Holders of a recognised qualification for teaching literacy, numeracy and ESOL may count two (2) observations from one of those qualifications towards the eight (8) required for DTLLS. This is a change from previous guidance.

For the concurrent route - where teams jointly plan and quality assure generic and subject specific programmes – two (2) observations from the subject specific qualification may count towards the eight required for DTLLS. This is a change from previous guidance

Where a trainee undertakes a literacy, numeracy and ESOL qualification separately from a generic teaching qualification no observations may contribute to the achievement of DTLLS. This is the same as previous guidance.



## 4 Centre requirements

### Approval

If your Centre is approved to offer the qualification 7305-01 Level 6 Certificate in Teaching in the Lifelong Learning Sector you can apply for the new 6304-02 Level Certificate in Teaching in the Lifelong Learning Sector approval using the **fast track approval form**, available from the City & Guilds website.

If your Centre is approved to offer the qualification 7305-01 Level 3 Certificate in Teaching in the Lifelong Learning Sector you can apply for the new 6304-02 Level Certificate in Teaching in the Lifelong Learning Sector approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

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

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

### Centres not already offering City & Guilds qualifications

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

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

### Resource requirements

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

## **Centre staffing**

Members of staff delivering the 6305 DTLLS must hold a minimum of a level 4 teaching/training qualification. Core staff must also have experience of delivering and assessing teaching qualifications at level 3 or above for level 3 and level 4 or above for level 4. Staff without the required experience must follow an induction programme and work shadow a qualified/experienced member of the team until they have achieved the required qualifications and experience. Records must be maintained for external verification purposes. There should be a balance of staff who fulfil the qualification/experience requirements to ensure a robust assessment and quality assurance system. All staff should also engage in on-going CPD activities.

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

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

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

## **Assessors and internal verifiers**

Assessors and verifier for all units must be experienced in the assessment and quality assurance process, and if new to either role, must be supported by qualified/experienced members of staff until they meet the requirements.

For some of the units, centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications, or meet the relevant experience requirements outlined below:

## Assessors

All those who assess the specified units must:

- already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance  
hold one of the following qualifications or their recognised equivalent:
  - 631-31/ 81 Level 3 Award in Assessing Competence in the Work Environment or
  - 6317-33/83 Level 3 Certificate in Assessing Vocational Achievement, or
  - A1 Assess learner performance using a range of methods, or
  - D32 Assess learner performance and D33 Assess learners using differing sources of evidence;
- show current evidence of continuing professional development in assessment and quality assurance.

## Internal Quality Assurers

All those who quality assure the specified units internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following assessor qualifications or their recognised equivalent:
  - 631-31/ 81 Level 3 Award in Assessing Competence in the Work Environment or
  - 6317-33/83 Level 3 Certificate in Assessing Vocational Achievement, or
  - A1 Assess learner performance using a range of methods, or
  - D32 Assess learner performance and D33 Assess learners using differing sources of evidence;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - V1 Conduct internal quality assurance of the assessment process, or
  - D34 Internally verify the assessment process.

## Continuing professional development (CPD)

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

## **Learner entry requirements**

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT.

It should also be noted that candidates joining the programme should be qualified/experienced to level 3 in the subject they intend to teach, and have access to 100 hours teaching practice in a real life teaching and learning situation. In addition, the nature of the qualification is such that candidates should have the ability to manage the requirements of the level of the qualification they are taking, read and interpret written tasks, and write responses in a legible and understandable form. Candidates will also need to be able to organise written information clearly and coherently.

There are no other nationally agreed entry requirements.

## **Age restrictions**

City & Guilds cannot accept any registrations for under 19 as these qualifications are not approved for under 19s.



## 5 Delivering the qualification

### Initial assessment and induction

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

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

For these qualifications it is also recommended that all trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. .

The initial assessment should be robust and identify development needs. Trainee teachers must be able to demonstrate adequate levels of written English appropriate to the level of qualification taken. Any development needs identified in the initial assessment should be recorded and an action plan agreed. For trainee teachers who join the programme having already completed a PTLLS award, their record of development needs and previous action plan should be revisited and further developed.

Using the results of these assessments programmes should provide the opportunity to develop their skills informed by the appropriate minimum core elements.

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

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

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

In addition, throughout the programme, candidates working at level 4 and 5 need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in an understanding of the relationship between theory/principles and practice; evidence of research and reading; evidence of consideration of practice that is in accordance with professional values and an academic style of writing (Harvard system is recommended) Writing should be concise, and candidates should provide evidence of careful planning. Candidate assessments must be word processed.



## Appendix 1 Sources of general information

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

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

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of
- 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 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 on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.



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## Useful contacts

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

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### **About City & Guilds**

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

### **City & Guilds Group**

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

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### **City & Guilds**

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

HB-02-6305