

# Level 4 Certificate in Education and Training (6502)

October 2017 Version 1.1



## Qualification at a glance

<b>Subject area</b>	<b>Teaching and Learning</b>
<b>City &amp; Guilds number</b>	6502
<b>Age group approved</b>	19+
<b>Entry requirements</b>	Candidates should be qualified/ experienced in the subject they intend to teach, have access to 30 teaching practice hours and possess reasonable levels of language, literacy and numeracy. 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 recent initial assessment, their record of development needs and previous action to address them should be reviewed.
<b>Assessment</b>	<p>The qualification will be assessed by a combination of assignments and observation of teaching or training. Simulation of teaching (micro-teaching) is not permitted for this qualification.</p> <p>Suggested assessment activities are provided in the form of example assignments in an assessment pack, available on the City &amp; Guilds website. <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></p> <p>The example assignments in the assessment pack are not compulsory, but are offered to centres in an attempt to ensure that learners meet all assessment criteria. The assessment pack is accompanied by an answer pack, containing model answers for the example assignments</p>
<b>Fast track</b>	Available
<b>Support materials</b>	<ul style="list-style-type: none"> <li>Qualification handbook</li> <li>Assessment pack</li> <li>Answer pack</li> <li>Smartscreen</li> <li>TAQA E-learning</li> <li>Qualification textbook</li> </ul>
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 4 Certificate in Education and Training (E&T units only)	140	360	6502-41	601/0253/6
Level 4 Certificate in Education and Training (E&T, TAQA and L&D units)	140	360	6502-42	601/0253/6
Level 4 Certificate in Education and Training (E&T, TAQA and L&D unit route)	140	360	6502-94	601/0253/6
Level 4 Certificate in Education and Training (E&T unit route)	140	360	6502-95	601/0253/6

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 October 2017	Added TQT and GLH details	<b>Qualification at a Glance, Structure</b>
	Deleted QCF	<b>Appendix</b>



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# 1 Introduction

This document provides **detailed** information about the **mandatory units** and **generic** information about the **optional units**. This information will support organisations to develop their qualification programme. See the 6502 Level 4 and 5 unit pack for detailed information about the optional units.

The Level 4 Certificate in Education and Training is a first stage teaching qualification which has a teaching/training practice requirement. It is an 'in service' qualification designed for those working or wishing to work as teachers/trainers in England. It may be possible for pre-service teachers/trainers (defined as those who are not formally contracted as teachers/trainers) to also complete this qualification. All candidates, whether pre-service or in-service must have access to 30 hours of teaching. This qualification is also suitable for those delivering education and training in any learning environment.

Candidates who successfully complete this qualification will have a fundamental understanding of the roles and responsibilities of a teacher/trainer in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. They will be able to use initial and diagnostic assessments and plan and deliver inclusive teaching and learning. They will also be able to assess learning and use appropriate resources to support effective learning.

<b>Area</b>	<b>Description</b>
Who is the qualification for?	<p>For candidates who work or who want to work as teachers/trainers in the further education and skills sector.</p> <p>For candidates who have just started a teaching/training role.</p> <p>For teachers/trainers who are seeking career progression in their area of work,</p> <p>For candidates who work with learners on a one-to-one basis</p> <p>For candidates who teach in industry.</p> <p>For candidates who have already achieved some Learning and Development units that can be carried forward into this qualification.</p> <p>For candidates who are assessors and wish to achieve a teaching/training qualification.</p> <p>For candidates who have completed the City and Guilds Trainer skills or introduction to training qualifications (7300,1103-01 or 6258)</p>
What does the qualification cover?	<p>The qualification covers the knowledge and skills required by teachers/trainers in the further education and skills sector, such as:</p>

	<ul style="list-style-type: none"> <li>• Understanding roles, responsibilities and relationships in education and training</li> <li>• Planning to meet the needs of learners in education and training</li> <li>• Delivering education and training</li> <li>• Assessing learners in education and training</li> <li>• Using resources for education and training</li> </ul>
Is the qualification part of a framework or initiative?	The qualification is a first stage teaching qualification and is not part of the apprenticeship framework.
Who did we develop the qualification with?	The qualifications were developed with The Learning and Skills Improvement Service (LSIS).
What opportunities for progression are there?	<p>The qualification allows candidates to progress into employment as teachers/trainers, as well as to the following City &amp; Guilds qualifications:</p> <ul style="list-style-type: none"> <li>• Level 5 Diploma in Education and Training</li> </ul>

### Key Features of the Level 4 Certificate in Education and Training

The Level 4 Certificate in Education and Training is a first stage teaching qualification that will give candidates a fundamental understanding of the roles and responsibilities of a teacher/trainer in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. It includes the use of initial and diagnostic assessments and requires candidates to plan and deliver inclusive teaching and learning, carry out assessments of and for learning and use resources effectively.

The 2013 suite of qualifications in Education and Training are not 'nested'. There are five mandatory units. One of the mandatory units - unit 301, is also a mandatory unit in the Level 3 Award in Education and Training. This is known as a 'common unit'. There is no requirement to repeat this unit if it has been gained within the Level 3 Award in Education and Training.

There is no requirement to complete the Level 3 Award in Education and Training before commencing this qualification.

All of the mandatory units are Education and Training Units. The optional units are made up of Education and Training units, Learning and Development (L and D) units, Award in English for Literacy and Language Teaching (ELLT) units and Award in Mathematics for Numeracy Teaching (MNT) units. If Learning and Development units and/or Award in English for Literacy and Language Teaching or Award in Mathematics for Numeracy Teaching units are selected, they must be delivered and assessed in accordance with the assessment strategy for those qualifications (Appendix 1 6317/8 and Appendix 2 6255 strategy). Centres wishing to deliver the Learning and Development optional units, Award in English for Literacy and Language Teaching or Award in Mathematics for Numeracy Teaching optional units must ensure they have approval for all qualifications 6502, 6317/8 and 6255.

There is a requirement for a minimum of 30 hours teaching/training practice and a minimum of three teaching/training practice observations, which must reach the required standard of practice. (For the required

standard of practice see section 'observations' and/ or LSIS guidance  
<http://www.excellencegateway.org.uk/node/27406>

The three mandatory observations must be linked to the following mandatory units:

- Delivering education and training (Level 4)
- Assessing learners in education and training (Level 4)
- Using resources for education and training (Level 4).

To be eligible for the award of credit for any one of the above three units, a candidate must be able to provide evidence of a minimum of one assessed observation of practice that meets the required standard of practice. To be eligible for the award of credit for all three units, a candidate must be able to provide evidence of a minimum of three assessed observations of practice that meet the required standard of practice. The details of the required standard of practice are in section 4 of this document.

Within some of the option units there is a requirement for assessed observations of practice. Any observations linked to option units are **in addition** to the mandatory three observations linked to the mandatory units.

## Structure

To achieve the **Level 4 Certificate in Education and Training**, candidates must achieve a minimum of **36** credits;

**21** credits must be achieved from the mandatory units in group A

Plus a minimum of **15** credits from optional units in group B

A minimum of 21 credits must be at Level 4 or above (therefore a minimum of 3 optional credits must be at level 4).

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH	Unit Level
<b>Mandatory – Group A</b>					
H/505/0053	301	Understanding roles, responsibilities and relationships in education and training	3	12	3
A/505/1189	401	Planning to meet the needs of learners in education and training	3	15	4
M/505/0122	402	Delivering education and training	6	24	4
F/505/0125	403	Assessing learners in education and training	6	24	4
L/505/0127	404	Using resources for education and training	3	15	4
<b>Optional – Group B</b>					
H/601/5314 (L and D)	307	Assess occupational competence in the work environment	6	30	3
F/601/5319 (L and D)	308	Assess vocational skills, knowledge and understanding	6	30	3
F/502/9551 (L and D)	309	Engage learners in the learning and development process	6	30	3
Y/502/9555 (L and D)	310	Engage with employers to develop and support learning provision	6	25	3
K/502/9544 (L and D)	311	Identify individual learning and development needs	3	24	3
J/503/4850 (ELLT)	312	Analysing English language for literacy and language teaching	3	15	3



R/503/4852	313	Reading skills for literacy and language teaching	3	15	3
D/503/4854 (ELLT)	314	Speaking and listening skills for literacy and language teaching	3	15	3
K/503/4856 (ELLT)	315	Writing skills for literacy and language teaching	3	15	3
A/503/4859 (MNT)	316	Using mathematics: personal and public life	6	30	3
F/503/4863 (MNT)	317	Using mathematics: professional and vocational contexts	6	30	3
T/503/4861 (MNT)	318	Using mathematics: academic subjects	6	30	3
F/505/0187	319	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	6	30	3
A/502/9547 (L and D)	405	Develop and prepare resources for learning and development	6	25	4
M/502/9545 (L and D)	406	Develop learning and development programmes	6	30	4
D/502/9556 (L and D)	407	Engage with employers to facilitate workforce development	6	30	4
H/502/9543 (L and D)	408	Identify the learning needs of organisations	6	30	4
A/601/5321 (L and D)	409	Internally assure the quality of assessment	6	45	4
A/502/9550 (L and D)	410	Manage learning and development in groups	6	30	4
F/601/5322 (L and D)	411	Understanding the principles and practices of externally assuring the quality of assessment	6	45	4
T/601/5320 (L and D)	412	Understanding the principles and practices of internally assuring the quality of assessment	6	45	4
M/505/1089	413	Delivering employability skills	6	20	4

Y/503/5310	414	Effective partnership working in the learning and teaching context	15	50	4
Y/503/5789	415	Equality and diversity	6	25	4
K/505/1091	416	Evaluating learning programmes	3	15	4
L/503/5384	417	Inclusive practice	15	50	4
J/505/0188	418	Preparing for the coaching role	3	15	4
L/505/0189	419	Preparing for the mentoring role	3	15	4
T/505/1093	420	Preparing for the personal tutoring role	3	15	4
L/504/0231	421	Principles and practice of lipreading teaching	12	48	4
R/504/0229	422	Specialist delivery techniques and activities	9	30	4
J/505/1096	423	Teaching in a specialist area	15	50	4
Y/505/1099	424	Understanding and managing behaviours in a learning environment	6	20	4
D/505/1105	425	Working with the 14-19 age range in education and training	9	30	4
M/503/5376	504	Action learning to support development of subject specific pedagogy	15	50	5
T/503/5380	505	Action research	15	50	5
H/505/1090	506	Developing, using and organising resources in a specialist area	15	50	5
M/505/3912	507	Managing behaviours in a learning environment	6	20	5

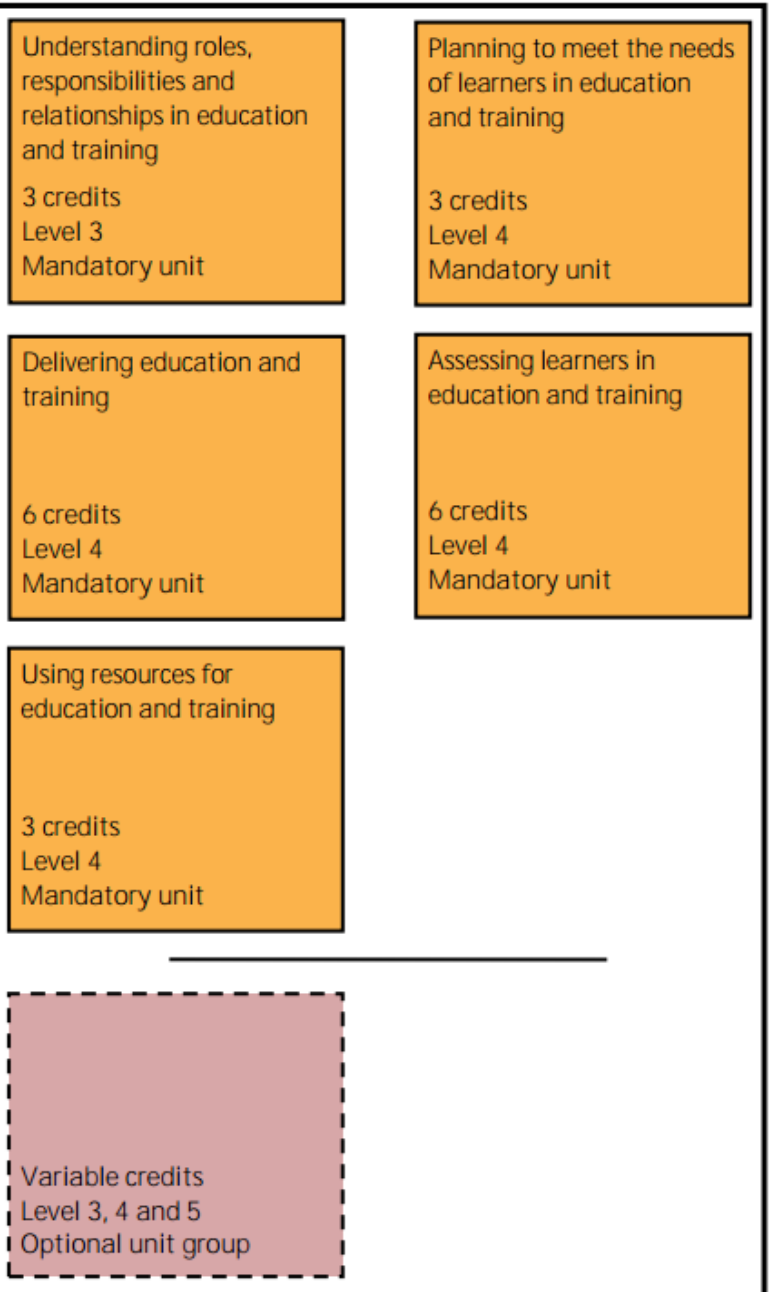
NB - Optional units that have special requirements for delivery are highlighted in blue.

### Key

Abbreviation	Meaning
L and D	Learning and Development
ELLT	English Language and Literature Teaching
MNT	Mathematics and Numeracy Teaching

## Diagram

Group A  
21 credits must be  
achieved from this  
group



Group B  
15 credits must be  
achieved from this  
group

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 4 Certificate in Education and Training (E&T units only)	140	360
Level 4 Certificate in Education and Training (E&T, TAQA and L&D units)	140	360
Level 4 Certificate in Education and Training (E&T, TAQA and L&D unit route)	140	360
Level 4 Certificate in Education and Training (E&T unit route)	140	360



## 2 Centre requirements

### Approval

If your Centre is approved to offer the Level 4 Certificate in Teaching in the Lifelong Learning Sector 6304 complex 04, or the Level 5 Diploma in Teaching in the Lifelong Learning Sector 6305 complex 01, you can apply to offer the Level 4 Certificate in Education and Training 6502 complex 41 using the fast track approval form, available from the City & Guilds website.

If your centre is approved to offer Level 4 Certificate in Teaching in the Lifelong Learning Sector complexes 04 and 05 or the Level 5 Diploma in Teaching in the Lifelong Learning Sector complexes 01 and 02, you can apply to offer the Level 4 Certificate in Education and Training complexes 41, 42 and 92 using the fast track approval form, available from the City and Guilds website.

If your centre wishes to offer any of the literacy and numeracy optional units as part of the Level 4 Certificate in Education and Training (units 312-318 inclusive) you will need to demonstrate that there are appropriately qualified and experienced staff to do so. It is the responsibility of the centre to ensure approval is in place. City & Guilds can decide not to certificate where approval requirements are not met. Contact your local office or centre QC to obtain advice about approval as there are particular requirements relating to delivery, assessment, internal and external quality assurance of these units.

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.

**NB: Fast Track approval for the new qualifications will be granted on a registrations only basis.** Direct Claim Status will be achieved following satisfactory sampling by the Qualification Consultant.

Depending on which complexes and option units a centre wishes to offer, approval to offer additional qualifications – 6317, 6318, 6255, 6305, 6503 specialist pathways - may apply.

To offer this qualification, 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 qualification before designing a course programme.

## Resource requirements

### Centre staffing

All those delivering units and/or observing and assessing practice for the mandatory units and the Education and Training option units in the Level 4 Certificate in Education and Training should have all of the following:

- a teaching or training qualification<sup>1</sup>
- evidence of relevant teaching experience in an education or training context;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes.

Note that there are additional requirements for those who deliver, assess and internally quality assure the Learning and Development units, (Appendix 1) and the Level 3 Award in English for Literacy and Language Teaching and Level 3 Award in Mathematics for Teaching Numeracy Units (Appendix 2).

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training.
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training
- staff must also be occupationally competent and technically knowledgeable in education and/or training.

Staff delivering the Level 3 Award in English for Literacy and Language Teachers and Level 3 Award in Mathematics for Numeracy Teachers units must also hold a recognised qualification for teaching in their specialist area, for example Additional Diploma in Teaching English (Literacy) or Additional Diploma in Teaching Mathematics (Numeracy).

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

New team members must:

- join a centre team and receive an adequate induction and adequate mentoring and monitoring, and work with the team until they meet the

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<sup>1</sup> This does not include qualifications that only provide an introduction to teaching, for example the Level 3 Award in Education and Training or the Level 3 or 4 PTLLS awards.

required criteria. Mentoring and support given must be recorded for EQA purposes.

Observers of micro-teaching/teaching must:

Meet the requirements above and be full members of the centre team, contributing to team meetings, standardisation meetings etc.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

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

### **Assessors and Internal Quality Assurers**

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

There are additional requirements for those who assess and quality assure the Learning and development units and the English for Literacy and Language Teaching and Mathematics for Numeracy Teaching units. Those assessing these units must comply with the assessment strategy for the corresponding qualifications. This can be found in Appendix 1 and 2.

### **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.

CPD records of all staff members must be available for External Quality Assurance purposes.

### **Learner entry requirements**

Candidates must be considering a subject for delivery and be aiming to achieve / or have achieved a qualification and/or have experience in their subject/skill at the appropriate level.

In addition, the nature of both the learning and assessment required for 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 answers in a legible and understandable form. Evidence of this should be recorded as part of their initial assessment. Candidates will also need to be able to organise written information clearly and coherently.

All candidates should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. If candidates undertake this qualification having already undertaken an initial assessment of English, mathematics and ICT skills, the record of their

development needs and any previous action plan to address them should be reviewed and updated as required.

City & Guilds does not set any other entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to achieve the qualification. Centres must provide adequate information and advice so that candidates are aware of the function of the Level 4 Certificate in Education and training and potential progression routes.

### **Age restrictions**

City & Guilds cannot accept any registrations for candidates under 19 as this qualification is not approved for under 19s.

### **Other legal considerations**

Candidates and centres should be aware of and comply with regulations and/or requirements affecting those who deal with children, young people and vulnerable adults.





### 3 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 qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

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.

#### Support materials

The following resources are available for this qualification:

<b>Description</b>	<b>How to access</b>
Example Assignments	In Assessment Pack to be found on the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Model answers/grading criteria for example assignments	In the Answer Pack to be found on the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Forms for centres	In the Forms form Centres Pack to be found on the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Smartscreen	TAQA e-learning materials available via Smartscreen SmartScreen.co.uk provides online support for tutors, assessors and learners of City & Guilds' qualifications. High quality support materials provide complementary support to the entire teaching and learning experience. You can subscribe from the Walled Garden, call us on 0844 543 0000 or email your order to <a href="mailto:directsales@cityandguilds.com">directsales@cityandguilds.com</a> .

Description	How to access
Qualification Textbooks	The City & Guilds Textbook: Level 3 Certificate in Education and Training (available December 2013) The City & Guilds Guide to Practical Assurance Textbooks can be accessed from the Walled Garden, call us on 0844 543 0000 or email your order to <b>directsales@cityandguilds.com</b>
6317 Levels 3 Award and Certificate in Assessment and Quality Assurance	City & Guilds website <b>www.cityandguilds.com</b> –enter 6317 in the ‘search box’ on the right hand side of the page.
6318 Level 3 and 4 Award and Certificate in Learning and Development	City & Guilds website www.cityandguilds.com –enter 6318 in the ‘search box’ on the right hand side of the page.
6255 Level 3 Award in English for Literacy and Language Teaching	City & Guilds website www.cityandguilds.com –enter 6255 in the ‘search box’ on the right hand side of the page.
6255 Level 3 Award in Mathematics for Numeracy Teaching	City & Guilds website www.cityandguilds.com –enter 6255 in the ‘search box’ on the right hand side of the page.
Example Assignments	In Assessment Pack to be found on the City & Guilds website www.cityandguilds.com
Model answers/grading criteria for example assignments	In the Answer Pack to be found on the City & Guilds website www.cityandguilds.com
6502 Level 4 forms pack	City & Guilds website www.cityandguilds.com

For further information to assist with the planning and development of the programme, please refer to the following:

<http://tariff.svuk.eu>

The LSIS website shows learning outcomes, assessment criteria and guidance for all qualifications in the Education and Training suite at

**<http://www.excellencegateway.org.uk/node/65>**

The overarching professional standards for teachers, tutors and trainers document can be downloaded from the LSIS excellence gateway website; <http://repository.excellencegateway.org.uk/fedora/objects/eg:419/datastreams/DOC/content>

### Evidence requirements

It is anticipated that candidates will provide evidence that they have met the criteria in a number of ways, and should include:

- **Assignments** - to evidence the knowledge based assessment criteria (either from the Assessment Pack provided or centre

devised assignments which have been approved by the centre's Qualification Consultant)

- **Practice requirements** - There is a requirement for a minimum of 30 hours of practice for this qualification. There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken which specify that purpose. However, where trainee teachers/trainers are working solely with individuals, a programme may also include support and preparation for working with groups. Practice must be in a teaching and learning environment. See further guidance on observed and assessed practice in section 4,
- **Observation requirements** - Observations should be appropriately spaced throughout the whole programme and take into account a candidate's progress. As stated above, there is a requirement for a minimum of three observations of practice. The three observations must be linked to the following mandatory units:
  - Delivering education and training (Level 4)
  - Assessing learners in education and training (Level 4)
  - Using resources for education and training (Level 4).

Note that, to be eligible for the award of credit for any one of the above three units, a candidate must be able to provide evidence of a minimum of one assessed observation of practice that meets the required standard of practice. To be eligible for the award of credit for all three units, a candidate must be able to provide evidence of a minimum of three assessed observations of practice that meet the required standard of practice.

There are additional practice requirements, including observed and assessed practice, for some optional units that belong to the Education and Training suite and Learning and Development units. These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units and are summarised in the separate guidance document.

The 6502 Level 4 and 5 optional unit pack can be downloaded from the City & Guilds website <http://www.cityandguilds.com/Courses-and-Qualifications/learning/teaching/6502-education-and-training>

Blended learning is permitted, provided the centre can evidence that all aspects of the programme have been carefully planned; that sufficient, appropriate resources are available to support the candidates, and their Qualification Consultant has approved the programme.

Distance learning is unlikely to provide opportunities for modelling of techniques and interaction with other candidates.

### **Recording documents**

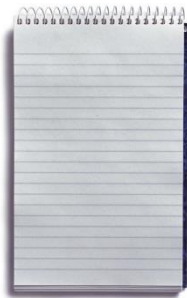
Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of recording forms including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

**<http://www.cityandguilds.com/Courses-and-Qualifications/learning/teaching/6502-education-and-training>**

Although it is anticipated that centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website



## 4 Assessment

City & Guilds has provided the following resources – more information is available on the City & Guilds website:

- Examples of assignments and answer packs for units 301, 401, 402, 403 and 404

The example assignment answer guide is password protected – The password is available via the Walled Garden.

Centres may also develop their own assignments providing they enable the candidates to meet all assessment criteria. Any assignments developed by a centre must be presented to their Qualification Consultant for approval prior to delivery. Please refer to the assessment pack on the City & Guilds website for additional information.

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
301	Understanding roles, responsibilities and relationships in education and training	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, or centre devised assignment, will be externally quality assured by City & Guilds	City and Guilds Walled Garden for passwords
401	Planning to meet the needs of learners in education and training	Assignment – set by City and Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with product evidence located in the he teaching practice portfolio, externally quality assured by City and Guilds	City and Guilds Walled Garden for passwords
402	Delivering education and training	Assignment – set by City and Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the he teaching practice portfolio, externally quality assured by City and Guilds	City and Guilds Walled Garden for passwords

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
403	Assessing learners in education and training	Assignment – set by City and Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City and Guilds	City and Guilds Walled Garden for passwords
404	Using resources for education and training	Assignment – set by City and Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City and Guilds	City and Guilds Walled Garden for passwords

### **Time constraints**

Candidates must be registered with City & Guilds as close to the beginning of the programme as possible. They must finish their assessments within their period of registration and as close to the final delivery session as possible.

### **Assessment strategy**

When planning the programme, the selected units can be delivered as 'stand alone' units, or holistically across the qualification. However, if the units are delivered holistically, centres must assess each unit individually. This is to ensure that, should a candidate leave the programme prior to completing the full qualification, the centre will be able to certificate the units that have been completed

All units selected must be assessed to ensure that all assessment criteria have been met individually by each candidate.

Candidates must build a portfolio of evidence which:

- enables each unit to be assessed independently
- enables centres to claim any completed individual units if a candidate withdraws from the programme before completing the whole qualification.
- evidences that candidates have taken part in a minimum of 30 hours of practice and three hours of observed and assessed practice which meet the required standard of practice.

There are additional observed and assessed practice requirements for some optional units that belong to the Education and Training suite and the Learning and Development suite. These requirements are in addition

to the observed and assessed practice requirements identified above for the mandatory units and are summarised in the separate guidance document.

### **Observation of practice – required standard of practice**

Observations of trainee teachers/trainers must be graded in accordance with the Ofsted guidelines. Assessed observations of practice should be appropriately spaced throughout the whole programme and take into account a trainee teacher/trainer's progress. Trainee teachers/trainers will therefore be observed at different stages in their development during the programme. It is recognised that in the early stages of their development, some trainee teachers/trainers may not yet demonstrate the characteristics of good practice (grade 2). As indicated in section 3.1, The Initial Teacher Education inspection (ITE) handbook (Ofsted, 2012) states that, for outcomes for trainee teachers/trainers to be judged as at a good level (grade 2), much of their teaching should be good, with examples of outstanding teaching. It is recommended that all trainee teachers/trainers should be required to achieve a good standard of teaching by the end of their programme.

Any assessed observations of practice demonstrating the characteristics of inadequate practice (grade 4) identified in section 3.1 of the Ofsted guidelines should not be included in the total number of assessed observations of practice required for any individual qualification. However, providers should record these observations and provide detailed developmental feedback to trainee teachers/trainers.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in section 3.1 of the Ofsted guidelines be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor trainee teachers' progress towards meeting developmental points and achieving a good standard of practice (grade 2) by the end of their programme.

**For the Level 4 Certificate in Education and Training, at least one hour of observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics. For further details of the LSIS research and documented recommendations, please access the following LSIS link <http://www.excellencegateway.org.uk/node/27406>**

**As it is now a requirement for observations of assessed practice to be graded in line with the Ofsted framework, centres are advised to ensure that observation reports evidence specifically how candidates have met the assessment criteria. In order to support both observers and candidates a comprehensive observation report form should be used, which is linked to the Ofsted grading criteria and the assessment criteria of the qualification.**

City and Guilds have provided an example in the 'forms pack' available from the City and Guilds website.

## **Recognition of prior learning**

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. City and Guilds have produced guidelines and can be accessed on the website.

For this qualification there is no transfer of practice, including observed and assessed practice, from a previously achieved Level 3 Award in Education and Training.

## **Level Descriptors**

At Level 4, candidates 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
- an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended). Writing should be concise, and candidates should provide evidence of careful planning.

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document Access to Assessment available to download from [www.cityandguilds.com](http://www.cityandguilds.com).





## 5 Units

### Availability of units

Below is a list of the learning outcomes for the mandatory units – Information about the Optional units can be found in the '6502 Level 4 Optional Unit Pack' which can be downloaded from

**[www.cityandguilds.com](http://www.cityandguilds.com)**

### **Unit 301 Understanding roles, responsibilities and relationships in education and training**

(3 learning outcomes)

- Understand the teaching role and responsibilities in education and training
- Understand ways to maintain a safe and supportive learning environment
- Understand the relationships between teachers and other professionals in education and training

### **Unit 401 Planning to meet the needs of learners in education and training**

(4 learning outcomes)

- Be able to use initial and diagnostic assessment to agree individual learning goals with learners
- Be able to plan inclusive teaching and learning in accordance with internal and external requirements
- Be able to implement the minimum core in planning inclusive teaching and learning
- Be able to evaluate own practice when planning inclusive teaching and learning

### **Unit 402 Delivering Education and Training**

(5 learning outcomes)

- Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements.
- Be able to communicate with learners and other learning professionals to promote learning and progression.
- Be able to use technologies in delivering inclusive teaching and learning.
- Be able to implement the minimum core when delivering inclusive teaching and learning
- Be able to evaluate own practice in delivering inclusive teaching and learning

### **Unit 403 Assessing learners in education and training**

(4 learning outcomes)

- Be able to use types and methods of assessment to meet the needs of individual learners
- Be able to carry out assessments in accordance with internal and external requirements.
- Be able to implement the minimum core when assessing learners
- Be able to evaluate own assessment practice

### **Unit 404 Using resources for education and training**

(3 learning outcomes)

- Be able to use resources in the delivery of inclusive teaching and learning.
- Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning
- Be able to evaluate own use of resources in the delivery of inclusive teaching and learning

### **Structure of units**

These units have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

NB this document contains content of the mandatory units only.

Content of the optional units can be found in the '6502 Level 4 & 5 Optional Unit Pack' which can be downloaded from **[www.cityandguilds.com](http://www.cityandguilds.com)**

## Unit 301

# Understanding roles, responsibilities and relationships in education and training

<b>UAN:</b>	H/505/0053
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Assessment</b>	This unit is assessed by assignment
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
<b>Aim:</b>	The purpose of the unit is to enable the candidate to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training. It includes responsibility for maintaining a safe and supportive learning environment for their learners.

<b>Learning outcome</b>
The learner will: 1. understand the teaching role and responsibilities in education and training
<b>Assessment criteria</b>
The learner can: 1.1 explain the teaching role and responsibilities in education and training 1.2 summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.3 explain ways to promote equality and value diversity 1.4 explain why it is important to identify and meet individual learner needs.

**Learning outcome**

The learner will:

2. understand ways to maintain a safe and supportive learning environment

**Assessment criteria**

The learner can:

- 2.1 explain ways to maintain a safe and supportive learning environment
- 2.2 explain why it is important to promote appropriate behaviour and respect for others.

**Learning outcome**

The learner will:

3. understand the relationships between teachers and other professionals in education and training

**Assessment criteria**

The learner can:

- 3.1 explain how the teaching role involves working with other professionals
- 3.2 explain the boundaries between the teaching role and other professional roles
- 3.3 describe points of referral to meet the individual needs of learners.

## **Unit 301                    Understanding roles, responsibilities and relationships in education and training**

### Supporting information

#### **Guidance**

This unit is unit 001 from the previous Level 3 Preparing to Teach in the Lifelong Learning Sector and there is no change to this unit. It is a common to both the Level 3 Award in Education and Training and the Level 4 Certificate in Education and training, and any candidate who has obtained this unit in the Level 3 Award, will be exempt from repeating it if they decide to undertake the Level 4 Certificate in education.

This unit is about the roles and responsibilities of a teacher. To demonstrate their knowledge, candidates will consider how their roles and responsibilities as a teacher link to the teaching/training cycle. They will research generic legislation relating to education and training, and also any specific legislation linking to their skill area, or area of teaching. Equality and diversity feature strongly in this unit along with the importance of inclusivity and meeting learner needs. Working with other professionals is an important part of any teaching role, and learners will explore the meaning of professional boundaries and possible points of referral.

There are example assignments available for this unit, or centres can devise their own assignments, providing t they are agreed by their Qualification Consultant, prior to commencement of the programme.

## Unit 401

## Planning to meet the needs of learners in education and training

<b>UAN:</b>	A/505/1189
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
<b>Aim:</b>	The purpose of the unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive teaching and learning approaches in accordance with internal processes and external requirements, and to evaluate their own practice in planning teaching and learning. It covers expectations in relation to the minimum core in planning inclusive teaching and learning.

<b>Learning outcome</b>
The learner will: 1. be able to use initial and diagnostic assessment to agree individual learning goals with learners
<b>Assessment criteria</b>
The learner can: 1.1 analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals 1.2 use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners 1.3 record learners' individual learning goals

**Learning outcome**

The learner will:

2. be able to plan inclusive teaching and learning in accordance with internal and external requirements

**Assessment criteria**

The learner can:

- 2.1 devise a scheme of work in accordance with internal and external requirements
- 2.2 design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements
- 2.3 explain how own planning meets the individual needs of learners
- 2.4 explain ways in which teaching and learning 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. be able to implement the minimum core in planning inclusive teaching and learning

**Assessment criteria**

The learner can:

- 3.1 analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning
- 3.2 apply minimum core elements in planning inclusive teaching and learning

**Learning outcome**

The learner will:

4. be able to evaluate own practice when planning inclusive teaching and learning

**Assessment criteria**

The learner can:

- 4.1 review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others
- 4.2 identify areas for improvement in own planning to meet the individual needs of learners

# **Unit 401            Planning to meet the needs of learners in education and training**

## Supporting information

### **Guidance**

In this unit candidates will show that they are able to use initial and diagnostic assessment and negotiate and agree individual learning goals with learners. Considering the goals and individual learner needs, candidates will devise a scheme of work and lesson plans which will evidence inclusive teaching and learning. The session plans will also show how candidates can implement minimum core in their skill specific area. As it is imperative for all teachers/trainers to be reflective practitioners, the unit also requires candidates to obtain feedback and use it to review, evaluate and improve their own practice when planning to meet the needs of all learners.

Evidence for this unit must be drawn from a real teaching environment and plans must show SMART aims and learning outcomes which are realistic and deliverable.

The plans that are devised should be used by the candidate when delivering education and training and should be based on a group of learners they are teaching. Practice should run like a thread throughout the programme, and observations should be spaced throughout the programme in order to allow feedback on observations to support the development of good practice.

Tutors should give constructive and developmental feedback to candidates after they have observed their delivery and records of the feedback retained to support future observations, internal quality assurance and external quality assurance.

Candidates should be encouraged to consider their own thoughts about their planning, any feedback they receive and information from any research or written assignments in order to prepare their own evaluation of their plans for their teaching/training sessions.

This unit will provide evidence in some form of written assignment to evidence the knowledge assessment criteria and will also provide some product evidence which will be lodged in the portfolio of teaching evidence.

All evidence must be cross referenced and show a clear audit trail for the purposes of assessment and internal and external quality assurance.



## Unit 402

## Delivering education and training

<b>UAN:</b>	M/505/0122
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
<b>Aim:</b>	The purpose of the unit is to enable the learner to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.

<b>Learning outcome</b>
The learner will: 1. be able to use inclusive teaching and learning approaches in accordance with internal and external requirements
<b>Assessment criteria</b>
The learner can: 1.1 analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners 1.2 create an inclusive teaching and learning environment 1.3 demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements.

<b>Learning outcome</b>
The learner will: 2. be able to communicate with learners and other learning professionals to promote learning and progression
<b>Assessment criteria</b>
The learner can: 2.1 analyse benefits and limitations of communication methods and media used in own area of specialism 2.2 use communication methods and media to meet individual learner needs 2.3 communicate with other learning professionals to meet individual learner needs and encourage progression.

<b>Learning outcome</b>
The learner will: 3. be able to use technologies in delivering inclusive teaching and learning
<b>Assessment criteria</b>
The learner can: 3.1 analyse benefits and limitations of technologies used in own area of specialism 3.2 use technologies to enhance teaching and meet individual learner needs.

<b>Learning outcome</b>
The learner will: 4. be able to implement the minimum core when delivering inclusive teaching and learning
<b>Assessment criteria</b>
The learner can: 4.1 analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning 4.2 apply minimum core elements in delivering inclusive teaching and learning.

<b>Learning outcome</b>
The learner will: 5. be able to evaluate own practice in delivering inclusive teaching and learning
<b>Assessment criteria</b>
The learner can: 5.1 review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others 5.2 identify areas for improvement in own practice in meeting the individual needs of learners.

# **Unit 402**                    **Delivering education and training**

## Supporting information

### **Guidance**

In this unit, candidates will demonstrate that they are able to create an inclusive teaching and learning environment and an inclusive approach to delivering teaching and learning. Communication is a key feature of this unit, and candidates will evidence their effective communication with learners and other professionals using a variety of communication methods and media, and demonstrate that they can use technologies to enhance teaching and learning. Minimum core is another feature of this unit, and learners will ensure that they are able to apply minimum core elements in their specialist area of teaching. This unit will also develop the reflective practice of candidates, encouraging them to obtain feedback and use it to identify areas for their own improvement.

Evidence for this unit must be drawn from a real teaching environment, and when delivering teaching and learning, candidates must ensure that they comply with internal processes and external requirements. It is recommended that plans submitted for unit 401 should be used to deliver learning within this unit.

In order to achieve this unit, there is a requirement to evidence a minimum of one hour of assessed observation of practice that has achieved the required standard of practice. See detail in Section 4 of this document 'Observed and Assessed Practice'.

At least one hour of the three mandatory hours of observed and assessed practice linked to the mandatory units should demonstrate grade 2 characteristics

Candidates should be encouraged to consider their own thoughts about their delivery, any feedback they receive and information from any research or written assignments in order to reflect on their own delivery and how they can improve their practice.

This unit will provide evidence in some form of written assignment to evidence the knowledge assessment criteria and will also provide some product evidence which will be lodged in the portfolio of teaching evidence.

All evidence must be cross referenced and show a clear audit trail for the purposes of assessment and internal and external quality assurance.

## Unit 403

## Assessing learners in education and training

<b>UAN:</b>	F/505/0125
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
<b>Aim:</b>	The purpose of the unit is to enable the learner to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.

<b>Learning outcome</b>
The learner will: 1. be able to use types and methods of assessment to meet the needs of individual learners.
<b>Assessment criteria</b>
The learner can: 1.1 explain the purposes of types of assessment used in education and training 1.2 analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners 1.3 use types and methods of assessment to meet the individual needs of learners 1.4 use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning 1.5 use questioning and feedback to contribute to the assessment process.

<b>Learning outcome</b>
The learner will: 2. be able to carry out assessments in accordance with internal and external requirements
<b>Assessment criteria</b>
The learner can: 2.1 identify the internal and external assessment requirements and related procedures of learning programmes 2.2 use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current 2.3 conduct assessments in line with internal and external requirements 2.4 record the outcomes of assessments to meet internal and external requirements 2.5 communicate assessment information to other professionals with an interest in learner achievement.

<b>Learning outcome</b>
The learner will: 3. be able to implement the minimum core when assessing learners.
<b>Assessment criteria</b>
The learner can: 3.1 analyse ways in which minimum core elements can be demonstrated in assessing learners 3.2 apply minimum core elements in assessing learners.

<b>Learning outcome</b>
The learner will: 4. be able to evaluate own assessment practice
<b>Assessment criteria</b>
The learner can: 4.1 review the effectiveness of own assessment practice taking account of the views of learners and others 4.2 identify areas for improvement in own assessment practice.

# **Unit 403                    Assessing learners in education and training**

## Supporting information

### **Guidance**

In this unit, candidates will evidence that they are able to use types and methods of assessment to meet the needs of individual learners. Candidates will identify internal and external procedures and processes relating to assessment and recording the results of assessment. A feature of this unit is to encourage candidates to use assessment results to inform teaching and learning and individual learner achievement. Candidates will also be able to apply minimum core to their assessment practices. This unit also encourages candidates to review their assessment practice and identify areas for their own improvement. Evidence for this unit must be drawn from a real work environment.

There is a requirement to observe and assess practice in this unit.

In order to achieve this unit, there is a requirement to evidence a minimum of one hour of assessed observation of practice that has achieved the required standard of practice. See detail in Section 4 of this document 'Observed and Assessed Practice'.

At least one hour of the three mandatory hours of observed and assessed practice linked to the mandatory units should demonstrate grade 2 characteristics

Candidates should be encouraged to consider their own assessment practice, any feedback they receive and information from any research or written assignments in order to review the effectiveness of their own assessment practice and identify areas for their own improvement.

This unit will provide evidence in some form of written assignment to evidence the knowledge assessment criteria and will also provide some product evidence which will be lodged in the portfolio of teaching evidence.

All evidence must be cross referenced and show a clear audit trail for the purposes of assessment, internal and external quality assurance.

## Unit 404

## Using resources for education and training

<b>UAN:</b>	L/505/0127
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
<b>Aim:</b>	The purpose of the unit is to enable the learner to use resources in the delivery of inclusive teaching and learning and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive teaching and learning.

<b>Learning outcome</b>
The learner will: 1. be able to use resources in the delivery of inclusive teaching and learning
<b>Assessment criteria</b>
The learner can: 1.1 analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners 1.2 use resources to promote equality, value diversity and meet the individual needs of learners 1.3 adapt resources to meet the individual needs of learners.

<b>Learning outcome</b>
The learner will: 2. be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning
<b>Assessment criteria</b>
The learner can: 2.1 analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning 2.2 apply minimum core elements when using resources for inclusive teaching and learning.

**Learning outcome**

The learner will:

3. be able to evaluate own use of resources in the delivery of inclusive teaching and learning

**Assessment criteria**

The learner can:

- 3.1 review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others
- 3.2 identify areas for improvement in own use of resources to meet the individual needs of learners.



# **Unit 404            Using resources for education and training**

## Supporting information

### **Guidance**

In this unit, candidates will analyse the effectiveness of their resources with particular reference to their own specialist area, inclusivity, equality and diversity. A key feature of this unit is for candidates to demonstrate their ability to adapt and use resources that are effective in meeting the needs of individual learners.

Candidates will also be able to apply minimum core when using resources to promote inclusive teaching/training and learning. This unit also encourages candidates to seek feedback to review their effectiveness in using resources, and identify areas for their own improvement. Evidence for this unit must be drawn from a real teaching/training and learning environment.

In order to achieve this unit, there is a requirement to evidence a minimum of one hour of assessed observation of practice that has achieved the required standard of practice. See detail in Section 4 of this document 'Observed and Assessed Practice'.

At least one hour of the three mandatory hours of observed and assessed practice linked to the mandatory units should demonstrate grade 2 characteristics

Candidates should be encouraged to review how effective their resources are, consider any feedback they receive and information from any research or written assignments in order to review the effectiveness of their own use of resources and identify areas for their own improvement. This unit will provide evidence in some form of written assignment to evidence the knowledge assessment criteria and will also provide some product evidence which will be lodged in the portfolio of teaching evidence.

All evidence must be cross referenced and show a clear audit trail for the purposes of assessment, internal and external quality assurance.



# Appendix 1 Requirements for delivering and assessing Learning and Development

## 1 Quality assurance

A centre offering these qualifications must provide internal quality assurance to ensure that assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the awarding organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk-rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

## 2 Requirements for assessors

All those who assess these qualifications must:

- already hold the qualification they are assessing (or a recognised equivalent) 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:
  - Level 3 Award in Assessing Competence in the Work Environment; or
  - Level 3 Certificate in Assessing Vocational Achievement; or
  - A1 Assess candidate performance using a range of methods; or
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance.

### **3 Requirements for internal quality assurance**

All those who are involved with the quality assurance of these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
  - Level3 Award in Assessing Competence in the Work Environment;  
or
  - Level 3 Certificate in Assessing Vocational Achievement; or
  - A1 Assess candidate performance using a range of methods; or
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level4 Award in Internal Quality Assurance of Assessment Processes and Practice; or
  - Level4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or
  - V1 Conduct internal quality assurance of the assessment process;  
or
  - D3 Internally verify the assessment process; and
- show current evidence of continuing professional development in assessment and quality assurance.

## **Appendix 2 Requirements for delivering and assessing Literacy and Language Teaching and Mathematics for Teaching Numeracy**

### **Staff requirements**

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be able to exhibit the attributes equivalent to QTLS status and hold a recognised level 4 or level 5 generic or specialist teaching qualification. For example; 7407 Certificate in Further Education Teaching stage 3, Level 4 NVQ in Training and Development, Level 4 NVQ Learning and Development, 7305 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector (120 credits), 7305 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector (120 credits) or the generic 7305 Diploma in Teaching in the Lifelong Learning Sector (120 credits), or Certificate in Education (Cert Ed), or Post-graduate Certificate in Education (PGCE)
- hold a recognised qualification for teaching in the specialist area for example 7305 Diploma (as above) or 7305 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector (45 credits), 7305 Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector (45 credits)
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

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/internal quality assurers**

Assessor and Verifier/Internal Quality Assurance units are valued as qualifications for centre staff, but they are not currently a requirement for these qualifications.

### **Continuing professional development (CPD)**

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

## Appendix 3 Relationships to other qualifications

### Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

### Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
  - Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
  - Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)
  - English for literacy and language teaching (6255-01)
  - Mathematics for Numeracy Teaching (6255-02)
  - Level 5 generic Diploma in Education and Training
- Level 5 integrated specialist diplomas 120 credits
- Level 5 Diploma in Education and Training (English: Literacy)
  - Level 5 Diploma in Education and Training (English: ESOL)
  - Level 5 Diploma in Education and Training (English: Literacy and ESOL)3
  - Level 5 Diploma in Education and Training (Mathematics: Numeracy)
  - Level 5 Diploma in Education and Training (Disabled Learners)
- Level 5 standalone specialist diplomas 45 credits
- Level 5 Diploma in Teaching English: Literacy
  - Level 5 Diploma in Teaching English: ESOL
  - Level 5 Diploma in Teaching English: Literacy and ESOL4
  - Level 5 Diploma in Teaching Mathematics: Numeracy
  - Level 5 Diploma in Teaching Disabled Learners



## Appendix 4 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
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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[www.cityandguilds.com](http://www.cityandguilds.com)



## Useful contacts

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

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

## About City & Guilds

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

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (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)