Level 4 Certificate & Level 5 Diploma in Education and Training (6502)

Optional units

December 2013 Version 1.2

City&Guilds

Contents

Version and date	Change detail	Section
1.1 November 2013	Unit content, credit values and GLH	**Units**

1   Units

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

UAN	Unit No.	Unit title	Credit value	GLH
H/601/5314	307	Assess occupational competence in the work environment	6	30
F/601/5319	308	Assess vocational skills, knowledge and understanding	6	30
F/502/9551	309	Engage learners in the learning and development process	6	30
Y/502/9555	310	Engage with employers to develop and support learning provision	6	25
K/502/9544	311	Identify individual learning and development needs	3	24
J/503/4850	312	Analysing English language for literacy and language teaching	3	15
R/503/4852	313	Reading skills for literacy and language teaching	3	15
D/503/4854	314	Speaking and listening skills for literacy and language teaching	3	15
K/503/4856	315	Writing skills for literacy and language teaching	3	15
A/503/4859	316	Using mathematics: personal and public life	6	30
F/503/4863	317	Using mathematics: professional and vocational contexts	6	30

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UAN	Unit No.	Unit title	Credit value	GLH
T/503/4861	318	Using mathematics: academic subjects	6	30
F/505/0187	319	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	6	30
A/502/9547	405	Develop and prepare resources for learning and development	6	25
M/502/9545	406	Develop learning and development programmes	6	30
D/502/9556	407	Engage with employers to facilitate workforce development	6	30
H/502/9543	408	Identify the learning needs of organisations	6	30
A/601/5321	409	Internally assure the quality of assessment	6	45
A/502/9550	410	Manage learning and development in groups	6	30
F/601/5322	411	Understanding the principles and practices of externally assuring the quality of assessment	6	45
T/601/5320	412	Understanding the principles and practices of internally assuring the quality of assessment	6	45
M/505/1089	413	Delivering employability skills	6	20
Y/503/5310	414	Effective partnership working in the teaching and learning context	15	50
Y/503/5789	415	Equality and diversity	6	25
K/505/1091	416	Evaluating learning programmes	3	15
L/503/5384	417	Inclusive practice	15	50
J/505/0188	418	Preparing for the coaching role	3	15
L/505/0189	419	Preparing for the mentoring role	3	15
T/505/1093	420	Preparing for the personal tutoring role	3	15
L/504/0231	421	Principles and practice of lip-reading teaching	12	48
R/504/0229	422	Specialist delivery techniques and activities	9	30
J/505/1096	423	Teaching in a specialist area	15	50
Y/505/1099	424	Understanding and managing behaviours in a learning environment	6	20
D/505/1105	425	Working with the 14-19 age range in education and training	9	30
M/503/5376	504	Action learning to support development of specific pedagogy	15	50
T/503/5380	505	Action research	15	50

UAN	Unit No.	Unit title	Credit value	GLH
H/505/1090	506	Developing, using and organising resources in a specialist area	15	50
M/505/3912	507	Managing behaviours in a learning environment	6	20
L/505/0791	508	Literacy and ESOL and the learners	20	60
J/505/0790	509	Literacy and ESOL theories and frameworks	20	60
L/505/0774	510	Literacy and the learners	15	40
Y/505/0776	511	Literacy, ESOL and the learners	15	40
J/505/0773	512	Literacy theories and frameworks	15	40
F/505/0786	513	ESOL and the learners	15	40
A/505/0785	514	ESOL theories and frameworks	15	40
J/505/0756	515	Action learning for teaching in a specialist area of disability	15	40
Y/505/0759	516	Understanding theories and frameworks for teaching disabled learners	15	40
K/505/0765	517	Numeracy and the learners	15	40
H/505/0764	518	Numeracy knowledge and understanding	15	40

City & Guilds Level 4 Certificate & Level 5 Diploma in Education & Training (6502)– Optional units

Unit 307   Assess occupational competence in the work environment

UAN:	H/601/5314
Level:	3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess a learning and development, occupational competence in a work environment. This unit requires evidence of using the following assessment methods: • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning outcome
The learner will:
1. be able to plan the assessment of occupational competence.
Assessment criteria
The learner can:
1.1   plan assessment of occupational competence based on the following methods: 　　a. observation of performance in the work environment 　　b. examining products of work 　　c. questioning the learner 　　d. discussing with the learner

e. use of others (witness testimony)

f. looking at learner statements

g. recognising prior learning

1.2 communicate the purpose, requirements and processes of assessing occupational competence to the learner

1.3 plan the assessment of occupational competence to address learner needs and current achievements

1.4 identify opportunities for holistic assessment.

Learning outcome
The learner will:
2. be able to make assessment decisions about occupational competence.
Assessment criteria
The learner can:
2.1 Use valid, fair and reliable assessment methods including:
a. observation of performance
b. examining products of work
c. questioning the learner
d. discussing with the learner
e. use of others (witness testimony)
f. looking at learner statements
g. recognising prior learning
2.2 make assessment decisions of occupational competence against specified criteria
2.3 follow standardisation procedures
2.4 provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression.

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

Learning outcome
The learner will:
4. Be able to maintain legal and good practice requirements when assessing occupational competence.
Assessment criteria
The learner can:
4.1 follow relevant policies, procedures and legislation for the

assessment of occupational competence, including those for health, safety and welfare

4.2   apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence

4.3   evaluate own work in carrying out assessments of occupational competence

4.4   maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence.

Unit 307   Assess occupational competence in the work environment

Supporting information

Assessment guidance

Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence for the following assessment methods:
- observation of performance in the work environment
- examining products of work
- questioning the learner

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods:
- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

There must be evidence to cover all of the assessment methods listed in the unit. The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. There must be evidence of the trainee assessor carrying out at least two assessments of two learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess competence in another unqualified assessor.

Unit 308   Assess vocational skills, knowledge and understanding (Learning and Development unit)

UAN:	**F/601/5319**
Level:	3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess a learning and development vocational skills, knowledge and understanding outside of the work environment. Assessment methods include: - assessments of the learner in simulated environments - skills tests - oral and written questions - assignments - projects - case studies - recognising prior learning. The unit does not require the design of assessments. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning outcome
The learner will:
1. be able to prepare assessments of vocational skills, knowledge and understanding.
Assessment criteria
The learner can:
1.1 select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment

requirements, including:

    a. assessments of the learner in simulated environments

    b. oral and written questions

    c. assignments

    d. projects

    e. case studies

    f. recognising prior learning

1.2   prepare resources and conditions for the assessment of vocational skills, knowledge and understanding

1.3   communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.

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

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

Learning outcome
The learner will:
4. be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding.
Assessment criteria
The learner can:

4.1 follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
4.2 apply requirements for equality and diversity and, where appropriate, bilingualism
4.3 evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
4.4 take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.

Unit 308 Assess vocational skills, knowledge and understanding (Learning and Development unit)

Supporting information

Assessment guidance

Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:
- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

Other forms of evidence will be acceptable for the remaining assessment methods.

Simulations are not allowed.

The trainee assessor's performance evidence must be assessed by observation examining the products of work, questioning or professional discussions. There must be evidence of the trainee assessor carrying out at least two assessments of two learner's skills, knowledge and understanding (four assessments in total)

Unit 309 Engage learners in the learning and development process (Learning and development unit)

UAN:	F/502/9551
Level:	3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess a learning and development practitioner's competence in assisting learners to become engaged and involved in their own learning and development process. It includes knowledge and understanding of the role of mentoring, but it does not include the development of specific mentoring skills. Although it implies assistance and support for the learner, the unit is not about learning support. This also includes working with the learner to review their progress. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will:
1. understand principles and purpose of engaging learners in learning and development.
Assessment criteria
The learner can:
1.1 explain principles of learner engagement in the learning and development process.
1.2 evaluate the processes and activities used to engage learners in learning and development
1.3 explain information and advice learners need for learning and development
1.4 analyse learner motivation for learning and development
1.5 analyse ways to overcome barriers to learning and development

faced by learners
1.6   explain methods of engaging learners in their own progress review of learning.

Learning outcome
The learner will: 2.   understand the role of mentoring in facilitating learning.
Assessment criteria
The learner can: 2.1   explain how mentoring can engage and motivate learners 2.2   summarise the role and characteristics of a mentor 2.3   analyse mentoring relationships that engage and motivate learners.

Learning outcome
The learner will: 3.   be able to assist and engage the learner in the learning and development process.
Assessment criteria
The learner can: 3.1   demonstrate working relationships with learners to motivate learning 3.2   provide assistance to learners to encourage them to take responsibility for their own learning and development 3.3   provide learners with the information and advice to engage in learning and development that meets their needs.

Learning outcome
The learner will: 4.   Be able to assist the learner in reviewing their own progress.
Assessment criteria
The learner can: 4.1   establish opportunities to review progress with learners 4.2   provide learners with constructive feedback on their learning and development 4.3   enable learners to give feedback on their learning experience 4.4   analyse progress and achievement with learners 4.5   assist learners to in adapting learning and development plans to reflect future learning needs.

Unit 309 Engage learners in the learning and development process (Learning and development unit)

Supporting information

Assessment guidance

This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these outcomes.

| Unit 310 | **Engage with employers to develop and support learning provision (Learning and Development unit)** |

UAN:	**Y/502/9555**
Level:	3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess a learning and development practitioners competence in working with employers to provide learning and development opportunities for learners. Opportunities might include, for example: work experience placements, apprenticeship programmes, mentoring. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

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

Learning outcome
The learner will:
2. understand how to engage with employers for the benefit of learners
Assessment criteria

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The learner can:

2.1 explain how to prepare for first contact with employers to discuss learning provision

2.2 evaluate employers' level of interest in providing learning opportunities for learners

2.3 evaluate strategies that help employers overcome concerns about offering learning opportunities

2.4 explain why employers might need support to provide learning for learners

2.5 explain the importance of clear channels of communication with employers as delivery partners.

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

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

Unit 310 **Engage with employers to develop and support learning provision (Learning and Development unit)**

Supporting information

Assessment guidance

This unit assesses understanding and occupational competence. Evidence for learning outcomes 3-4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Unit 311 Identify individual learning and development needs (Learning and development unit)

UAN:	K/502/9544
Level:	3
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess a learning and development practitioners understanding of and competence in carrying out a learning or training needs analysis for an individual. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will:
1. understand the principles and practices of learning needs analysis for individuals.

Assessment criteria
The learner can:
1.1 explain the principles and practices of learning needs analysis for individuals
1.2 analyse the factors that influence individual learning needs, preferences and styles
1.3 compare methods used to assess individual learning needs.

Learning outcome
The learner will:
2. be able to conduct learning needs analysis for individuals.

Assessment criteria
The learner can:
2.1 agree the purpose, aims and methodology of the learning needs

analysis with individuals
2.2   apply learning needs analysis methodology to assess the individual's current level of achievement and potential
2.3   analyse learning needs and communicate to the learner.

Learning outcome
The learner will:
3.   be able to agree individual learning and development needs
Assessment criteria
The learner can:
3.1   agree and prioritise individual learning and development needs

3.2   advise individuals about learning and development options to meet:
      a.   learner priorities
      b.   learning preferences
      c.   learning styles

Unit 311 Identify individual learning and development needs (Learning and development unit)

Supporting information

Assessment guidance

This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Unit 312 Analysing English language for literacy and language teaching

UAN:	J/503/4850
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit has links to Lifelong Learning UK's: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) • National Occupational Standards for Learning and Development (2010)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with the knowledge and skills relating to element 1.4 'Explicit awareness about language' in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010) Learners will explore the relationship between forms of language and meaning and the structural features of language.

Learning outcome
The learner will: 1. understand the relationship between forms of language and meaning.
Assessment criteria
The learner can: 1.1 analyse key aspects of meaning of words 1.2 analyse the relationship between grammatical form and meaning.

Learning outcome
The learner will:
2. understand structural features of language.
Assessment criteria
The learner can:
2.1   analyse key features of word formation
2.2   categorise words according to their classes
2.3   categorise verbs according to their forms
2.4   analyse phonological aspects of language including phonemes and stress patterns.

Unit 313 Reading skills for literacy and language teaching

UAN:	R/503/4852
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with the knowledge and skills relating to element 1.3 ('Read and respond to written text') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will read and respond to written texts.

Learning outcome
The learner will:
1. be able to read written texts
Assessment criteria
The learner can:
1.1   select written texts for specific purposes
1.2   use reading skills for specific purposes
1.3   evaluate linguistic devices in texts

Learning outcome
The learner will:
2. be able to respond to written texts
Assessment criteria
The learner can:
2.1   utilise results of own reading for specific purpose
2.2   produce coherent records of own interpretations of texts

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Unit 314   Speaking and listening skills for literacy and language teaching

UAN:	**D/503/4854**
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with the knowledge and skills relating to element 1.1 'Present, listen and respond to information') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will present, listen and respond to information.

Learning outcome
The learner will:
1. be able to present information.
Assessment criteria
The learner can:
1.1   select linguistic strategies and techniques to enable cohesion in own expression of information
1.2   express information clearly and coherently.

Learning outcome
The learner will:
2. be able to listen and respond to non verbal and verbal information.
Assessment criteria
The learner can:
2.1   identify types of non verbal communication
2.2   use and respond to non verbal communication to indicate engagement and interest
2.3   listen critically to verbal information

2.4   indicate understanding of verbal information
2.5   identify speakers' intentions
2.6   respond to verbal information according to its nature and content.

Unit 315 Writing skills for literacy and language teaching

UAN:	K/503/4856
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with the knowledge and skills relating to element 1.2 ('Compose written texts') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will prepare and produce written texts.

Learning outcome
The learner will:
1. be able to prepare written texts
Assessment criteria
The learner can:
1.1   plan written texts according to the intended audience, purpose and situation
1.2   draft written texts using techniques at:
a. text level
b. sentence level
c. word level

Learning outcome
The learner will:
2. be able to produce written texts
Assessment criteria
The learner can:
2.1   write fluently, coherently and cohesively

2.2	write accurately and legibly using conventions of lexis and syntax including grammar, spelling and punctuation according to purpose
2.3	edit and proof read written texts at text level, sentence level and word level.

Unit 316   Using mathematics: personal and public life

UAN:	A/503/4859
Level:	3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in academic subjects.

Learning outcome
The learner will:
1. be able to interpret mathematical situations in personal and public life
Assessment criteria
The learner can:
1.1   explain the role of models in representing mathematical situations
1.2   analyse situations to interrogate for mathematical information and problems in personal and public life
1.3   select mathematical methods, operations and tools to extract mathematical information from problem based contexts in personal and public life.

Learning outcome
The learner will:
2. be able to process mathematical problems in personal and public life.
Assessment criteria

The learner can:
2.1   analyse mathematical procedures for efficiency and effectiveness
2.2   examine linear and non-linear mathematical patterns in personal and public life
2.3   change values and assumptions when investigating mathematical situations in personal and public life
2.4   use extended logic and multi-step structured processes to find mathematical solutions in personal and public life.

Learning outcome
The learner will:
3.   be able to analyse mathematical findings from personal and public life.
Assessment criteria
The learner can:
3.1   analyse the effect of accuracy on the reliability of mathematical findings in personal and public life
3.2   interrogate mathematical conclusions for errors or misconceptions
3.3   interpret findings to draw conclusions in personal and public life

Learning outcome
The learner will:
4.   be able to use mathematical communication in personal and public life.
Assessment criteria
The learner can:
4.1   select mathematical language for debate in personal and public life
4.2   select mathematical communication techniques to suit audience
4.3   present mathematical processing and analysis
4.4   describe findings using mathematical communication skills in personal and public life

Unit 317 Using mathematics: professional and vocational contexts

UAN:	F/503/4863
Level:	3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in personal and public life.

Learning outcome
The learner will:
1. be able to interpret mathematical situations in professional and vocational contexts.
Assessment criteria
The learner can:
1.1 explain the role of models in representing mathematical situations
1.2 analyse situations to interrogate for mathematical information and problems in professional and vocational contexts
1.3 select mathematical methods, operations and tools to extract mathematical information from problem based contexts in professional and vocational contexts.

Learning outcome
The learner will:
2. be able to process mathematical problems in professional and vocational contexts.

Assessment criteria
The learner can:
2.1   analyse mathematical procedures for efficiency and effectiveness
2.2   examine linear and non-linear mathematical patterns in professional and vocational contexts
2.3   change values and assumptions when investigating mathematical situations in professional and vocational contexts
2.4   use extended logic and multi-step structured processes to find mathematical solutions in professional and vocational contexts.

Learning outcome
The learner will:
3.   be able to analyse mathematical findings from professional and vocational contexts.

Assessment criteria
The learner can:
3.1   analyse the effect of accuracy on the reliability of mathematical findings in professional and vocational contexts
3.2   interrogate mathematical conclusions for errors or misconceptions
3.3   interpret findings to draw conclusions in professional and vocational contexts.

Learning outcome
The learner will:
4.   be able to use mathematical communication in professional and vocational contexts.

Assessment criteria
The learner can:
4.1   select mathematical language for debate in professional and vocational contexts
4.2   select mathematical communication techniques to suit audience
4.3   present mathematical processing and analysis
4.4   describe findings using mathematical communication skills in professional and vocational contexts.

Unit 318   Using mathematics: academic subjects

UAN:	**T/503/4861**
Level:	3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in academic subjects.

Learning outcome
The learner will:
1. be able to interpret mathematical situations in academic subjects.
Assessment criteria
The learner can:
1.1   explain the role of models in representing mathematical situations
1.2   analyse situations to interrogate for mathematical information and problems in academic subjects
1.3   select mathematical methods, operations and tools to extract mathematical information from problem based contexts in academic subjects

Learning outcome
The learner will:
2. be able to process mathematical problems in academic subjects.
Assessment criteria
The learner can:

2.1	analyse mathematical procedures for efficiency and effectiveness
2.2	examiner linear and non-linear mathematical patterns in academic subjects
2.3	change values and assumptions when investigating mathematical situations in academic subjects
2.4	use extended logic and multi-step structured processes to find mathematical solutions in academic subjects

Learning outcome
The learner will:
3. be able to analyse mathematical findings from academic subjects.
Assessment criteria
The learner can:
3.1 analyse the effect of accuracy on the reliability of mathematical findings in academic subjects
3.2 interrogate mathematical conclusions for errors or misconceptions
3.3 interpret findings to draw conclusions in academic subjects.

Learning outcome
The learner will:
4. be able to use mathematical communication in academic subjects.
Assessment criteria
The learner can:
4.1 select mathematical language for debate in academic subjects
4.2 select mathematical communication techniques to suit audience
4.3 present mathematical processing and analysis
4.4 describe findings using mathematical communication skills in academic subjects.

Unit 319   Assessment and support for the recognition of prior learning through the accreditation of learning outcomes

UAN:	**F/505/0187**
Level:	3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The aim of the unit is to understand and demonstrate how to provide guidance for, promote, and undertake practice related to recognition and accreditation of prior learning.

Learning outcome
The learner will:
1. be able to promote understanding of recognition and accreditation of prior learning with external stakeholders.
Assessment criteria
The learner can:
1.1   describe models of recognition to learners, assessors and other relevant stakeholders
1.2   describe how external stakeholders can support the professional skills and competencies of those involved in providing guidance on recognition and accreditation of prior learning
1.3   explain the relevant processes, procedures and criteria that ensure recognition of prior learning is accepted as equivalent to other forms of assessment by relevant external stakeholders.

Learning outcome
The learner will:
2. understand how to provide guidance for learners.
Assessment criteria

The learner can:
2.1 describe procedures for providing professional guidance for learners, assessors and other relevant stakeholders
2.2 explain the importance of guidance that ensures learners have ownership of the process of recognition and, where appropriate, accreditation, as an entitlement or right.

Learning outcome
The learner will:
3. be able to support learners to recognise prior learning and achievement.
Assessment criteria
The learner can:
3.1 provide guidance for learners in choosing target qualifications that include their prior learning
3.2 describe evidence required to meet the relevant learning outcomes, assessment criteria and verification requirements for the learners' target unit(s)
3.3 support learners with different needs to collect, organise and present theoretical and performance evidence to meet the requirements of the target unit(s).

Learning outcome
The learner will:
4. be able to assess evidence presented by learners.
Assessment criteria
The learner can:
4.1 explain how a consistent approach is achieved by the assessment team within the processes of quality assurance
4.2 judge the reliability, validity, authenticity, currency, relevance and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target unit(s)
4.3 provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target unit(s), identifying the additional evidence required
4.4 maintain records for assessment and verification purposes.

Learning outcome
The learner will:
5. Be able to evaluate and improve practice.
Assessment criteria
The learner can:
5.1 evaluate own, learner and the assessment team experiences of applying the recognition process
5.2 Identify improvements to practice.

Unit 311 **Assessment and support for the recognition of prior learning through the accreditation of learning outcomes**

Supporting information

Assessment guidance

The learning outcomes must be assessed in a teaching and learning environment.
Simulation is not permitted.
There is a requirement to observe and assess practice in this unit.

Unit 405 Develop and prepare resources for learning and development

UAN:	A/502/9547
Level:	4
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess a learning and development practitioner's competence in developing and preparing resources to support learning and development. 'Develop' covers preparing and producing resources 'from scratch' as well as adapting existing resources to meet the needs of learners. 'Resources' also cover the preparation of the learning environment, learning materials and equipment used to support learning. Examples of resources include: technical equipment, IT-based learning, handouts, workbooks and visits to places of interest. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will:
1. understand principles underpinning development and preparation of resources for learning and development.
Assessment criteria
The learner can:
1.1 explain principles underpinning resource selection for learning and development
1.2 analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
1.3 evaluate the contribution of technology to the development of learning and development resources.

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Learning outcome
The learner will:
2. be able to develop resources to meet learning and development needs.
Assessment criteria
The learner can:
2.1 agree needs of learners for whom resources are being developed
2.2 prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met
2.3 plan adaptations to and use of technology within resources to meet learning and development needs
2.4 prepare guidance to assist those using learning and development resources
2.5 Evaluate the suitability of resources for learning and development.

Unit 405   Develop and prepare resources for learning and development

Supporting information

Assessment guidance

This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Unit 406   Develop learning and development programmes (Learning and development unit)

UAN:	**M/502/9545**
Level:	4
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess a learning and development practitioner's competence in developing learning and development programmes. It does not include the detailed preparation or implementation of the programme. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will:
1. understand the principles underpinning the development of learning and development programmes.
Assessment criteria
The learner can:
1.1   explain the objectives of learning and development programmes
1.2   evaluate the factors of learning and development that impact on:
a. development
b. delivery
c. assessment and accreditation
1.3   explain the importance of learner involvement when developing learning and development programmes
1.4   evaluate the risks that need to be managed when developing learning and development programmes
1.5   compare methodologies to monitor and evaluate learning and development programmes.

Learning outcome
The learner will:
2. be able to develop learning and development programmes.
Assessment criteria
The learner can:
2.1   identify the learning outcomes required for learning and development programmes
2.2   develop a plan for a learning and development programme
2.3   plan the assessment approaches to meet the learning outcomes of learning and development programmes
2.4   produce resources for learning and development programmes.

Learning outcome
The learner will:
3. be able to review learning and development programmes.
Assessment criteria
The learner can:
3.1   evaluate the learning outcomes of a learning and development programme
3.2   evaluate the delivery and assessment of a learning and development programme
3.3   identify areas for improvement for learning and development programmes.

Unit 406 Develop learning and development programmes (Learning and development unit)

Supporting information

Assessment guidance

This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed for this learning outcome.

Unit 407 Engage with employers to facilitate workforce development (Learning and Development unit)

UAN:	D/502/9556
Level:	4
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess a practitioner's competence in designing and delivering learning and development solutions to businesses. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will:
1. understand the opportunities available for workforce development.
Assessment criteria
The learner can:
1.1 analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements
1.2 explain what constitutes workforce development in a business context
1.3 explain the funding opportunities available for workforce development.

Learning outcome
The learner will:
2. understand how to engage with employers to promote workforce development.
Assessment criteria
The learner can:
2.1 analyse information about individual employers and employment

sectors, locally and nationally

2.2 explain how to gauge employers' level of interest in workforce development opportunities

2.3 evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development.

Learning outcome
The learner will:
3. understand how to design learning and development opportunities in the workplace.
Assessment criteria
The learner can:
3.1 analyse what motivates employees to undertake learning and development in the workplace
3.2 explain the key factors to be considered when designing learning and development solutions for employers and employees
3.3 critically compare learning and development programmes which already exist with newly developed opportunities.

Learning outcome
The learner will:
4. understand how to facilitate learning and development opportunities in the workplace.
Assessment criteria
The learner can:
4.1 identify the sources of support and resources that are available from stakeholders
4.2 explain how employees might overcome obstacles when engaging with learning and development
4.3 explain how to select, support and monitor staff delivering learning and development solutions
4.4 evaluate the impact of workforce development opportunities on: a. employees   b. businesses

Learning outcome
The learner will:
5. be able to engage with employers on workforce development issues.
Assessment criteria
The learner can:
5.1 research information about the business needs of employers in relation to productivity and performance
5.2 report to employers employee development needs in a professional manner.

Learning outcome
The learner will:
6. be able to work with employers to facilitate workforce development solutions.
Assessment criteria
The learner can:
6.1 prepare information and advice for the employer on solutions relevant to their business
6.2 review employer workforce development needs using methods relevant to the nature of the business and its employees
6.3 propose solutions that recognise the needs of the workforce
6.4 implement processes to develop and support the workforce within a business partnership with the employer
6.5 provide ongoing evaluation of workforce development for the purposes of quality improvement
6.6 work with the employer to measure the impact of workforce development on their business.

Unit 407   Engage with employers to facilitate workforce development (Learning and Development unit)

Supporting information

Assessment guidance

This unit assesses occupational competence. Evidence for learning outcomes 5-6 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Unit 408 Identify the learning needs of organisations (Learning and Development unit)

UAN:	H/502/9543
Level:	4
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the Learning and Development National Occupational Standards, Standard 1: Identify collective learning needs.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess a learning and development practitioner's competence in carrying out a learning or training needs analysis for an organisation. 'Organisation' in this context is taken to mean any group or team learning together as well as a whole organisation. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will:
1. understand the principles and practices of learning needs analysis for organisations.
Assessment criteria
The learner can:
1.1 explain the principles and practice of learning needs analysis for organisations
1.2 analyse the factors that can influence the identification of organisational learning needs
1.3 explain why it is important to gain the support and commitment of relevant people
1.4 review the methodologies required for a learning needs analysis

Learning outcome
The learner will:
2. be able to conduct learning needs analysis for the organisation.

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Assessment criteria
The learner can:
2.1   confirm the purpose and aims of learning needs analysis with relevant people
2.2   select the organisational learning needs analysis methodology
2.3   apply the organisational learning needs analysis methodology
2.4   analyse the learning needs of the organization
2.5   review methods of communicating findings from learning needs analysis to relevant people in organisations.

Learning outcome
The learner will:
3.   be able to agree organisational learning and development plans with relevant people.
Assessment criteria
The learner can:
3.1   present recommendations for learning and development to relevant people
3.2   review and revise priorities with relevant people.

Unit 408   Identify the learning needs of organisations (Learning and Development unit)

Supporting information

Assessment guidance

This unit assesses occupational competence. Evidence for learning outcomes 2-3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes

Unit 409	Internally assure the quality of assessment (Learning and Development unit)

UAN:	A/601/5321
Level:	4
Credit value:	6
GLH:	45
Relationship to NOS:	This unit is underpinned by the Learning and Development National Occupational Standards, Standard 11: Internally monitor and maintain the quality of assessment.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will:
1. be able to plan the internal quality assurance of assessment
Assessment criteria
The learner can:
1.1   plan monitoring activities according to the requirements of own role
1.2   make arrangements for internal monitoring activities to assure quality.

Learning outcome
The learner will:
2. be able to internally evaluate the quality of assessment
Assessment criteria
The learner can:
2.1   carry out internal monitoring activities to quality requirements
2.2   evaluate assessor expertise and competence in relation to the requirements of their role
2.3   evaluate the planning and preparation of assessment processes

2.4	determine whether assessment methods are safe, fair, valid and reliable
2.5	determine whether assessment decisions are made using the specified criteria
2.6	compare assessor decisions to ensure they are consistent

Learning outcome
The learner will:
3. be able to internally maintain and improve the quality of assessment.
Assessment criteria
The learner can:
3.1 provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment
3.2 apply procedures to standardise assessment practices and outcomes.

Learning outcome
The learner will:
4. be able to manage information relevant to the internal quality assurance of assessment.
Assessment criteria
The learner can:
4.1 apply procedures for recording, storing and reporting information relating to internal quality assurance
4.2 follow procedures to maintain confidentiality of internal quality assurance information.

Learning outcome
The learner will:
5. be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment.
Assessment criteria
The learner can:
5.1 apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
5.2 apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
5.3 critically reflect on own practice in internally assuring the quality of assessment
5.4 maintain the currency of own expertise and competence in internally assuring the quality of assessment.

Unit 409   Internally assure the quality of assessment (Learning and Development unit)

Supporting information

Assessment guidance

Evidence for all learning outcomes must come from performance in the work environment. All learning outcomes in this unit must be performance. These must include:

- observation of performance
- examining products of work
- questioning

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.
Simulations are not allowed.

Evidence must come from the IQA trainee's performance in the work environment. There must be evidence of the IQA trainee monitoring a minimum of two assessors, each with a minimum of two trainees of their own, through components of a qualification.

Unit 410   Manage learning and development in groups (Learning and Development unit)

UAN:	**A/502/9550**
Level:	4
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is underpinned by the Learning and Development National Occupational Standards, Standard 6: Manage learning and development in groups.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess a learning and development practitioner management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will:
1. understand the principles and practices of managing learning and development in groups.
Assessment criteria
The learner can:
1.1   analyse the characteristics of group environments that foster learning and development
1.2   evaluate strategies to manage group behaviour and dynamics
1.3   evaluate management techniques which facilitate the delivery of learning and development in groups
1.4   analyse ways to involve learners in the management of their own learning and development in groups
1.5   analyse risks to be considered when managing learning and

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development in groups

1.6   explain how to manage barriers to individual learning in groups.

Learning outcome
The learner will:
2.   be able to manage group learning and development environments.
Assessment criteria
The learner can:
2.1   facilitate communication, collaboration and learning between group members
2.2   use motivational methods to engage the group and its individual members in the learning and development process
2.3   consult with group members to adapt their learning and development environments to improve their learning outcomes
2.4   manage the risks associated with group learning and development.

Learning outcome
The learner will:
3.   be able to apply methodologies to manage learning and development in groups.
Assessment criteria
The learner can:
3.1   involve learners in agreeing group learning and development objectives
3.2   adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group
3.3   manage group learning strategies and delivery methods to reflect changing requirements
3.4   provide individual advice to learners to assist their decision-making about future learning needs.

Learning outcome
The learner will:
4.   be able to manage learning and development in groups to comply with legal and organisational requirements.
Assessment criteria
The learner can:
4.1   support learner's rights in relation to equality, diversity and inclusion
4.2   minimise risks to safety, health, wellbeing and security of learners
4.3   manage confidentiality in relation to learners and the organisation
4.4   maintain learning and development records in accordance with organisational procedures.

Unit 410 Manage learning and development in groups (Learning and Development unit)

Supporting information

Assessment guidance

This unit assesses occupational competence. Evidence for the learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

<table>
<tr><td colspan="2">Unit 411</td><td>Understanding the principles and practices of externally assuring the quality of assessment (Learning and Development unit)</td></tr>
</table>

UAN:	**F/601/5322**
Level:	4
Credit value:	6
GLH:	45
Relationship to NOS:	This unit is underpinned by the Learning and Development National Occupational Standards, Standard 12: Externally monitor and maintain the quality of assessment.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.

Learning outcome
The learner will:
1. understand the context and principles of external quality assurance.
Assessment criteria
The learner can:
1.1 analyse the functions of external quality assurance of assessment in learning and development
1.2 evaluate the key concepts and principles of external quality assurance of assessment
1.3 evaluate the roles of practitioners involved in the quality assurance process
1.4 explain the regulations and requirements for external and internal quality assurance in own area of practice.

Learning outcome
The learner will:
2. understand how to plan the external quality assurance of assessment.
Assessment criteria

The learner can:
2.1 evaluate the importance of planning and preparing external quality assurance activities
2.2 explain what an external quality assurance plan should contain
2.3 summarise the preparations that need to be made for external quality assurance activities, including:
a. Information collection
b. communications
c. administrative arrangements
d. resources.
2.4 explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards.

Learning outcome
The learner will:
3. understand how to externally evaluate the quality of assessment and internal quality assurance
Assessment criteria
The learner can:
3.1 explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices
3.2 Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices
3.3 evaluate different techniques for externally sampling evidence of assessment, including those that use technology.

Learning outcome
The learner will:
4. understand how to externally maintain and improve the quality of assessment.
Assessment criteria
The learner can:
4.1 critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment
4.2 evaluate standardisation requirements relevant to the external quality assurance of assessment
4.3 explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements
4.4 explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment.

Learning outcome
The learner will:
5. understand how to manage information relevant to external quality assurance
Assessment criteria

The learner can:
5.1   evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance

Learning outcome
The learner will:
6.   understand the legal and good practice requirements relating to external quality assurance.

Assessment criteria
The learner can:
6.1   evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare
6.2   critically compare different ways in which technology can contribute to external quality assurance
6.3   evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment
6.4   explain the value of reflective practice and continuing professional development in relation to external quality assurance.

Unit 411   Understanding the principles and practices of externally assuring the quality of assessment (Learning and Development unit)

Supporting information

Assessment guidance

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

Unit 412 Understanding the principles and practices of internally assuring the quality of assessment (Learning and Development unit)

UAN:	**T/601/5320**
Level:	4
Credit value:	6
GLH:	45
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.

Learning outcome
The learner will:
1. understand the context and principles of internal quality assurance.
Assessment criteria
The learner can:
1.1 explain the functions of internal quality assurance in learning and development
1.2 explain the key concepts and principles of the internal quality assurance of assessment
1.3 explain the roles of practitioners involved in the internal and external quality assurance process
1.4 explain the regulations and requirements for internal quality assurance in own area of practice.

Learning outcome
The learner will:
2. understand how to plan the internal quality assurance of assessment.
Assessment criteria
The learner can:
2.1 evaluate the importance of planning and preparing internal quality

assurance activities

2.2 explain what an internal quality assurance plan should contain

2.3 Summarise the preparations that need to be made for internal quality assurance, including:

   a. information collection

   b. communications

   c. administrative arrangements

   d. resources

Learning outcome
The learner will:
3. understand techniques and criteria for monitoring the quality of assessment internally.
Assessment criteria
The learner can:
3.1 evaluate different techniques for sampling evidence of assessment, including use of technology
3.2 explain the appropriate criteria to use for judging the quality of the assessment process.

Learning outcome
The learner will:
4. understand how to internally maintain and improve the quality of assessment.
Assessment criteria
The learner can:
4.1 summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
4.2 explain standardisation requirements in relation to assessment
4.3 explain relevant procedures regarding disputes about the quality of assessment.

Learning outcome
The learner will:
5. understand how to manage information relevant to the internal quality assurance of assessment.
Assessment criteria
The learner can:
5.1 evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment.

Learning outcome
The learner will:
6. understand the legal and good practice requirements for the internal quality assurance of assessment.
Assessment criteria

The learner can:

6.1 evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare

6.2 evaluate different ways in which technology can contribute to the internal quality assurance of assessment

6.3 explain the value of reflective practice and continuing professional development in relation to internal quality assurance

6.4 evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment.

Unit 412   **Understanding the principles and practices of internally assuring the quality of assessment (Learning and Development unit)**

Supporting information

Assessment guidance

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

Unit 413   Delivering employability skills

UAN:	M/505/1089
Level:	4
Credit value:	6
GLH:	20
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to enable learners to deliver employability skills sessions. It includes consideration of the differences between employability and employment skills; the personal qualities, skills and techniques needed for the delivery of employability skills; and how the learning environment and personal presentation influence the success of the delivery of employability skills. It also includes delivering employability skills and using techniques and practices that reflect the workplace.

Learning outcome
The learner will:
1. understand the differences between employability skills and employment skills.
Assessment criteria
The learner can:
1.1 explain differences between employability skills and employment skills
1.2 explain the benefits to learners of having employability skills.

Learning outcome
The learner will:
2. understand the influence of personal qualities and skills on the delivery of employability skills.
Assessment criteria
The learner can:
2.1 analyse personal qualities and skills required for the delivery of employability skills

2.2	analyse the influence of personal presentation on the success of the delivery of employability skills.

Learning outcome
The learner will:
3. be able to use techniques, strategies and practices that reflect the workplace in the delivery of employability skills.
Assessment criteria
The learner can:
3.1 review techniques for the delivery of employability skills
3.2 review strategies used to transform training areas to reflect a realistic working environment
3.3 plan employability skills sessions that:
a. meet the needs of learners; and
b. reflect a realistic working environment
3.4 use selected techniques and strategies to deliver employability skills sessions
3.5 demonstrate ways to negotiate behavioural parameters when using workplace practices with learners.

Learning outcome
The learner will:
4. be able to evaluate own delivery of employability skills.
Assessment criteria
The learner can:
4.1 evaluate the effectiveness of techniques, strategies and practices used for the delivery of employability skills
4.2 identify own strengths and areas for improvement for the delivery of employability skills.

Unit 413 Delivering employability skills

Supporting information

Assessment guidance

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

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

Unit 414 Effective partnership working in the teaching and learning context

UAN:	Y/503/5310
Level:	4
Credit value:	15
GLH:	50
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to enable learners to understand effective partnership working in the teaching and learning context. It includes understanding the purpose and nature of partnership working and the purpose, aims, objectives, structure and management of a specific partnership. It also involves communicating effectively within a partnership and understanding the wider context within which a partnership operates.

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

Learning outcome
The learner will:

2. understand the purpose, aims and objectives of a partnership.
Assessment criteria
The learner can:
2.1 explain the purpose of a specific partnership 2.2 identify the aims and objectives of a specific partnership.

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

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

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

Learning outcome
The learner will:
6. understand the wider context within which a partnership operates.

Assessment criteria
The learner can:
6.1   explain the potential impact of other stakeholders and agencies relating to a specific partnership
6.2   summarise the impact of key government policies and initiatives on a specific partnership
6.3   review ways for a partnership to establish and maintain communities of practice.

Unit 415   Equality and diversity

UAN:	Y/503/5789
Level:	4
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable learner to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice.

Learning outcome
The learner will:
1. understand the key features of a culture which promotes equality and values diversity.
Assessment criteria
The learner can:
1.1   define the meanings of equality and diversity in the UK context
1.2   analyse the benefits of promoting equality and diversity for individual learners
1.3   define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity.

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

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

Learning outcome
The learner will:
4. understand how to help others in the promotion of equality and valuing of diversity.
Assessment criteria
The learner can:
4.1 describe actions by individuals which can undermine equality and diversity
4.2 recommend modifications to systems and structures which do not promote equality and diversity.

Learning outcome
The learner will:
5. be able to review own contribution to promoting equality and valuing diversity in lifelong learning.
Assessment criteria
The learner can:
5.1 reflect on own strengths in promoting equality and valuing diversity
5.2 evaluate the impact of own practice in promoting equality and valuing diversity
5.3 identify areas for further personal development in promoting equality and valuing diversity.

Unit 416 Evaluating learning programmes

UAN:	**K/505/1091**
Level:	4
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable learners to understand the principles of evaluating learning programmes and use evaluation methods and data to understand how these can be used to improve learning programmes.

Learning outcome
The learner will:
1. understand the principles and methods of evaluating learning programmes.
Assessment criteria
The learner can:
1.1 analyse the principles of evaluating learning
1.2 explain how principles of evaluating learning can be applied to the evaluation of learning programmes
1.3 analyse methods used for evaluating the effectiveness of learning programmes
1.4 analyse methods of data collection and analysis used to evaluate learning programmes.

Learning outcome
The learner will:
2. be able to plan the evaluation of a learning programme.
Assessment criteria
The learner can:
2.1 develop a framework for the evaluation of a learning programme
2.2 devise objectives in order to achieve evaluation aims
2.3 select methods for evaluating the effectiveness of a learning

programme
2.4   select methods for collecting data to evaluate the effectiveness of a learning programme.

Learning outcome
The learner will:
3.   be able to evaluate the effectiveness of a learning programme.
Assessment criteria
The learner can:
3.1   apply selected methods to evaluate the effectiveness of a learning programme
3.2   apply selected methods to collect data to evaluate the effectiveness of a learning programme
3.3   apply relevant guidelines and legislation relevant to data collection and analysis
3.4   apply relevant guidelines and legislation relevant to data collection and analysis
3.5   present analysis of evaluation results
3.6   explain how analysis of evaluation results can be used to improve the effectiveness of a learning programme.

Unit 417   Inclusive practice

UAN:	L/503/5384
Level:	4
Credit value:	15
GLH:	50
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to develop learners' understanding of inclusive practice. It includes factors influencing learning, and legislation relating to inclusive practice. It also includes roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and evaluating own inclusive practice.

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

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

inclusive practice

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

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

Learning outcome
The learner will:
5. understand roles and responsibilities relating to inclusive practice.
Assessment criteria
The learner can:
5.1   review the effectiveness of own inclusive practice
5.2   identify own strengths and areas for improvement in relation to inclusive practice
5.3   plan opportunities to improve own skills in inclusive practice

Unit 418 Preparing for the coaching role

UAN:	J/505/0188
Level:	4
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to prepare the learner for the coaching role by analysing the role of the coach and the use of coaching in a specific context.

Learning outcome
The learner will:
1. understand own role and responsibilities in relation to coaching.
Assessment criteria
The learner can:
1.1 analyse the skills and qualities required for a specific coaching role
1.2 explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role
1.3 explain why it is important to establish ground rules for engagement and boundaries in a coaching relationship
1.4 explain the importance of acting according to ethical and professional standards in a coaching relationship
1.5 analyse ways of building a relationship with a client in a coaching role.

Learning outcome
The learner will:
2. understand the use of coaching in a specific context.
Assessment criteria
The learner can:
2.1 analyse the benefits of coaching in a specific context
2.2 analyse the impact of coaching on individual learning and development
2.3 explain legal and organisational requirements in a specific context

relating to:

    a. data protection;

    b. privacy;

    c. confidentiality; and

    d. safeguarding and disclosure

2.4   identify sources of support to deal with issues which are outside of own expertise or authority

2.5   explain what constitutes a safe and comfortable environment for a coaching session.

Learning outcome
The learner will:
3.   understand how to identify client goals and outcomes.
Assessment criteria
The learner can:
3.1   analyse ways of identifying and agreeing outcomes and goals with clients
3.2   explain the role of a coaching agreement
3.3   explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals
3.4   analyse client responsibility and autonomy for making changes.

Unit 419   Preparing for the mentoring role

UAN:	L/505/0189
Level:	4
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to prepare the learner for the mentoring role by analysing the role of the mentor and the use of mentoring in a specific context.

Learning outcome
The learner will:
1. understand own role and responsibilities in relation to mentoring.
Assessment criteria
The learner can:
1.1 analyse the skills and qualities required for a specific mentoring role
1.2 explain how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role
1.3 explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship
1.4 explain the importance of acting according to ethical and professional standards in a mentoring relationship
1.5 analyse ways of building a relationship with a client in a mentoring role.

Learning outcome
The learner will:
2. understand the use of mentoring in a specific context.
Assessment criteria
The learner can:
2.1 analyse the benefits of mentoring in a specific context
2.2 analyse the impact of mentoring on individual learning and development
2.3 explain legal and organisational requirements in a specific context

relating to:

    a. data protection;

    b. privacy;

    c. confidentiality; and

    d. safeguarding and disclosure

2.4 identify sources of support to deal with issues which are outside of own expertise or authority

2.5 explain what constitutes a safe and comfortable environment for a mentoring session.

Learning outcome
The learner will:
3. understand how to identify client goals and outcomes.
Assessment criteria
The learner can:
3.1 analyse ways of identifying and agreeing outcomes and goals with clients
3.2 explain the role of a mentoring agreement
3.3 explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals
3.4 analyse client responsibility and autonomy for making changes.

Unit 420 Preparing for the personal tutoring role

UAN:	T/505/1093
Level:	4
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to prepare the learner for the role of personal tutor by analysing the role of the personal tutor, factors affecting learners' attitudes to learning, the use of personal tutoring in a specific context and target setting.

Learning outcome
The learner will:
1. understand own role and responsibilities in relation to the personal tutoring role.
Assessment criteria
The learner can:
1.1 analyse the skills and qualities required for a personal tutoring role
1.2 explain how own values, behaviours and attitudes can impact on the personal tutoring role
1.3 explain the boundaries and limitations of a personal tutoring role
1.4 explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role
1.5 analyse the importance of communication in a personal tutoring role.

Learning outcome
The learner will:
2. understand factors affecting learners' approaches to learning.
Assessment criteria
The learner can:
2.1 analyse how learners' socio-economic, cultural and personal background, work history and educational achievement can affect

their needs, aspirations, decision-making abilities and approach to
learning
2.2   explain why it is important that learners take responsibility for their
own learning
2.3   explain why it is important that personal tutoring programmes
support the development of learning and transferable skills
2.4   analyse strategies to enable learners to engage with learning
2.5   explain factors which identify learners at risk of disengaging from
learning.

Learning outcome
The learner will: 3.   understand the use of personal tutoring in a specific context.
Assessment criteria

The learner can:
3.1   describe the range of support available for learners within a specific context
3.2   explain legal and organisational requirements relating to:
    a.   data protection;
    b.   copyright;
    c.   privacy;
    d.   confidentiality; and
    e.   safeguarding disclosure
3.3   explain how to work with others in a specific context to support learners
3.4   explain how to work with external stakeholders and partners to support learners.

Learning outcome
The learner will: 4.   understand how personal learning targets are created and monitored.
Assessment criteria
The learner can: 4.1   explain the purpose of an individual learning plan 4.2   analyse approaches to support learners to create personal learning targets 4.3   explain the importance of reviewing learner progress and targets.

Unit 421   Principles and practice of lip-reading teaching

UAN:	**L/504/0231**
Level:	4
Credit value:	12
GLH:	48
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to provide learners with the specialist knowledge, understanding, and specialist techniques needed to become an effective teacher of lip-reading to adults.

Learning outcome
The learner will:
1. understand the physiological processes and psychological functions of hearing.

Assessment criteria
The learner can:
1.1   identify the physiological processes involved in hearing
1.2   identify the psychological functions of hearing.

Learning outcome
The learner will:
2. understand the effects of acquired hearing loss.

Assessment criteria
The learner can:
2.1   analyse factors which lead to acquired hearing loss
2.2   analyse types of hearing loss and the psychological, social and emotional effects of the impact of acquired hearing loss
2.3   analyse the impact of acquired hearing loss on education and employment opportunities.

Learning outcome
The learner will:
3. understand ways in which amplification and lipreading are optimised by those with hearing loss
Assessment criteria
The learner can:
3.1 evaluate hearing aids and implants available to support hearing loss
3.2 analyse the roles of health professionals in identifying and supporting hearing loss
3.3 analyse the optimum conditions for lipreading and using a hearing aid.

Learning outcome
The learner will:
4. understand the phonology of spoken English and its application to lipreading learning and teaching.
Assessment criteria
The learner can:
4.1 explain aspects of the phonology of spoken English which have implications for learning and teaching lipreading
4.2 identify the shapes of spoken English to adults with acquired hearing loss
4.3 explain strategies used to lip-read by adults with acquired hearing loss.

Learning outcome
The learner will:
5. be able to use specialist techniques and methodology for teaching lipreading.
Assessment criteria
The learner can:
5.1 explain and demonstrate the use of voice and devoice techniques in supporting lipreading development
5.2 explain and demonstrate the use of specialist methods for teaching lipreading to adults
5.3 justify own selection and use of specialist resources to support the development of lipreading skills by adults.

Learning outcome
The learner will:
6. understand assistive aids and services available to those with acquired hearing loss.
Assessment criteria
The learner can:
6.1 evaluate assistive equipment available to those with hearing loss
6.2 evaluate services offered by agencies and organisations to those with acquired hearing loss.

City & Guilds Level 4 Certificate & Level 5 Diploma in Education & Training (6502)– Optional units

Unit 421 Principles and practice of lip-reading teaching

Supporting information

Assessment guidance

The learning outcomes must be assessed in a teaching and learning environment.
Simulation is not permitted

City & Guilds Level 4 Certificate & Level 5 Diploma in Education & Training (6502)– Optional units

Unit 422   Specialist delivery techniques and activities

UAN:	**R/504/0229**
Level:	4
Credit value:	9
GLH:	30
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	This unit aims to enable the learner to explore the use of specialist delivery techniques in their own specialist vocational or subject area

Learning outcome
The learner will:
1. understand the role of specialist delivery techniques in a specific area.
Assessment criteria
The learner can:
1.1 explain the purpose of specialist delivery techniques in meeting learner needs in a specific area
1.2 identify learning needs that can be met through the use of specialist delivery techniques
1.3 justify the use of specialist delivery techniques to meet the needs of learners in a specific area.

Learning outcome
The learner will:
2. be able to develop specialist delivery techniques and learning activities in own specific area.
Assessment criteria
The learner can:
2.1 review issues that influence the development of specialist delivery techniques
2.2 select specialist delivery techniques to meet the needs of learners
2.3 plan the use of specific learning activities to support specialist delivery techniques

2.4   select resources to support specialist delivery techniques and learning activities
2.5   identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners.

Learning outcome
The learner will:
3.   be able to use specialist delivery techniques and learning activities.
Assessment criteria
The learner can:
3.1   use specialist delivery techniques and learning activities to meet the needs of learners
3.2   use resources to support specialist delivery techniques and learning activities

Learning outcome
The learner will:
4.   be able to evaluate own practice in relation to specialist delivery techniques.
Assessment criteria
The learner can:
4.1   review the effectiveness of own use of specialist delivery techniques to meet the needs of learners
4.2   identify strengths and areas for improvement in own skills in the development and use of specialist delivery techniques.

Unit 422 Specialist delivery techniques and activities

Supporting information

Assessment guidance
The learning outcomes must be assessed in a teaching and learning environment.
Simulation is not permitted

Unit 423　　　Teaching in a specialist area

UAN:	J/505/1096
Level:	4
Credit value:	15
GLH:	50
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to develop learners' knowledge and skills in relation to teaching in a specialist area. The specialist area may be a vocational or subject area. It includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key qualifications and learning programmes qualifications available to learners. It also includes curriculum issues, inclusive teaching and learning, and evaluating and improving own practice in a specialist area.

Learning outcome
The learner will:
1. understand the aims and philosophy of education and training in a specialist area.
Assessment criteria
The learner can:
1.1　explain key aims of education and training in own specialist area
1.2　analyse philosophical issues relating to education and training in own specialist area.

Learning outcome
The learner will:
2. understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area.
Assessment criteria
The learner can:
2.1　describe the aims and structure of key qualifications in own specialist area

| 2.2 | describe the aims and structure of learning programmes in own specialist area |
| 2.3 | explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met. |

Learning outcome
The learner will:
3. understand principles of inclusive teaching and learning and key curriculum issues in a specialist area.
Assessment criteria
The learner can:
3.1 analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area
3.2 explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies.

Learning outcome
The learner will:
4. understand how to use resources for inclusive teaching and learning in a specialist area.
Assessment criteria
The learner can:
4.1 analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area
4.2 analyse the inclusiveness of own use of teaching and learning resources in a specialist area.

Learning outcome
The learner will:
5. be able to work with others within a specialist area to develop own practice.
Assessment criteria
The learner can:
5.1 liaise with others within a specialist area to develop own practice
5.2 review the impact of liaison with other teachers and trainers within own specialist area on own practice.

Learning outcome
The learner will:
6. be able to evaluate, improve and update own knowledge and skills in a specialist area.
Assessment criteria
The learner can:
6.1 review the effectiveness of own knowledge and skills in a specialist

	area
6.2	identify own strengths and areas for improvement in relation to practice in a specialist area
6.3	identify opportunities to improve and update own knowledge and skills in a specialist area.

Understanding and managing behaviours in a learning environment

UAN:	Y/505/1099
Level:	4
Credit value:	6
GLH:	20
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.

Learning outcome
The learner will:
1. understand potential factors leading to behaviours that disrupt a learning environment
Assessment criteria
The learner can:
1.1 describe behaviours that can occur in a learning environment
1.2 explain potential factors leading to behaviours that can disrupt a learning environment.

Learning outcome
The learner will:
2. understand organisational policies relating to managing behaviours in a learning environment.
Assessment criteria
The learner can:

| 2.1 | explain key aspects of legislation relating to managing behaviours in a learning environment |
| 2.2 | explain key aspects of an organisation's policies relating to managing behaviours in a learning environment. |

Learning outcome
The learner will:
3. be able to promote behaviours that contribute to a purposeful learning environment.
Assessment criteria
The learner can:
3.1 analyse ways of encouraging behaviours that contribute to a purposeful learning environment
3.2 use strategies for encouraging behaviours that contribute to a purposeful learning environment.

Learning outcome
The learner will:
4. be able to manage behaviours that disrupt a purposeful learning environment.
Assessment criteria
The learner can:
4.1 analyse ways of managing behaviours that disrupt a purposeful learning environment
4.2 use strategies for managing behaviours that disrupt a purposeful learning environment.

Learning outcome
The learner will:
5. be able to evaluate own practice in managing behaviours in a learning environment.
Assessment criteria
The learner can:
5.1 evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment
5.2 identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment.

Unit 424　Understanding and managing behaviours in a learning environment

Supporting information

Assessment guidance

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

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

Unit 425   Working with the 14-19 age range in education and training

UAN:	D/505/1105
Level:	4
Credit value:	9
GLH:	30
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	This unit aims to develop an understanding of national educational policy, initiatives and provision for the 14-19 age range and the teaching skills required to work with this age group.

Learning outcome
The learner will:
1. understand national developments in educational provision for the 14-19 age range.
Assessment criteria
The learner can:
1.1   explain national policies and initiatives for the education of the 14-19 age range
1.2   Analyse the relationship between schools and other providers of learning for the 14-19 age range.

Learning outcome
The learner will:
2. understand roles and responsibilities of teachers working with the 14-19 age range
Assessment criteria
The learner can:
2.1   describe the legal framework and key legislation relating to teachers working with the 14-19 age range
2.2   analyse own role and responsibilities in relation to working with the 14-19 age range
2.3   evaluate impact on own practice of legislation relating to working

with the 14-19 age range

Learning outcome
The learner will:
3. be able to plan learning to meet the needs of individual 14-19 learners.
Assessment criteria
The learner can:
3.1   analyse teaching, learning and assessment approaches for use with 14-19 learners
3.2   plan learning sessions for 14-19 learners, taking account of:
a. own analysis of teaching, learning and assessment approaches for use with 14-19 learners;
b. curriculum requirements; and
c. individual learner needs.

Learning outcome
The learner will:
4. be able to deliver learning to meet the needs of individual 14-19 learners.
Assessment criteria
The learner can:
4.1   use teaching and learning approaches that take account of:
a. own analysis of teaching and learning approaches for use with 14-19 learners;
b. curriculum requirements; and
c. individual needs of 14-19 learners
4.2   use assessment methods that take account of:
a. own analysis of assessment approaches for use with 14-19 learners;
b. curriculum requirements; and
c. individual needs of 14-19 learners.

Learning outcome
The learner will:
5. be able to evaluate own practice in working with the 14-19 age range.
Assessment criteria
The learner can:
5.1   evaluate own practice in working with 14-19 learners
5.2   identify areas for improvement in own practice in working with 14-19 learners.

Unit 425   Working with the 14-19 age range in education and training

Supporting information

Assessment guidance

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

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

Unit 426   Teaching, learning and assessment in education and training

UAN:	H/505/0912
Level:	4
Credit value:	20
GLH:	65
Relationship to NOS:	Learning and Skills Improvement Service (LSIS)
Assessment requirements specified by a sector or regulatory body:	The learning outcomes must be assessed in a teaching and learning environment
Aim:	The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to teaching, learning and assessment in education and training. It includes understanding the role and responsibilities of a teacher in education and training, agreeing individual learning goals and planning, delivering and assessing inclusive teaching and learning. It involves creating and maintaining an inclusive learning environment and evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment

Learning outcome
The learner will:
1. understand roles, responsibilities and relationships in education and training.
Assessment criteria
The learner can:
1.1 analyse own 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 analyse the relationships and boundaries between the teaching role and other professional roles
1.4 describe points of referral to meet the needs of learners

Learning outcome
The learner will:

2.	be able to use initial and diagnostic assessment to agree individual learning goals with learners.

Assessment criteria

The learner can:

2.1	explain why it is important to identify and meet the individual needs of learners
2.2	analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
2.3	use methods of initial and diagnostic assessment to agree individual learning goals with learners
2.4	record learners' individual learning goals.

Learning outcome

The learner will:

3. be able to plan inclusive teaching and learning.

Assessment criteria

The learner can:

3.1	devise a scheme of work in accordance with internal and external requirements
3.2	design teaching and learning plans which respond to:
	a. the individual goals and needs of all learners; and
	b. curriculum requirements
3.3	explain how own planning meets the individual needs of learners
3.4	explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners
3.5	identify opportunities for learners to provide feedback to inform inclusive practice.

Learning outcome

The learner will:

4. be able to create and maintain a safe, inclusive teaching and learning environment.

Assessment criteria

The learner can:

4.1	explain why it is important to promote appropriate behaviour and respect for others
4.2	explain ways to promote equality and value diversity
4.3	establish and sustain a safe, inclusive learning environment.

Learning outcome

The learner will:

5. be able to deliver inclusive teaching and learning.

Assessment criteria

The learner can:

5.1	analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
5.2	analyse benefits and limitations of communication methods and

media used in own area of specialism

5.3 analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners

5.4 use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners

5.5 demonstrate ways to promote equality and value diversity in own teaching

5.6 adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners

5.7 communicate with learners and learning professionals to meet individual learning needs.

Learning outcome
The learner will:
6. be able to assess learning in education and training.
Assessment criteria
The learner can:
6.1 explain the purposes and types of assessment used in education and training
6.2 analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
6.3 use types and methods of assessment, including peer and self-assessment, to:
a. involve learners in assessment;
b. meet the individuals needs of learners;
c. enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current; and
d. meet internal and external requirements
6.4 use questioning and feedback to contribute to the assessment process
6.5 record the outcomes of assessments to meet internal and external requirements
6.6 communicate assessment information to other professionals with an interest in learner achievement.

Learning outcome
The learner will:
7. be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning.
Assessment criteria
The learner can:
7.1 analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
7.2 apply minimum core elements in planning, delivering and assessing inclusive teaching and learning.

Learning outcome
The learner will:
8. be able to evaluate own practice in planning, delivering and assessing

inclusive teaching and learning.
Assessment criteria
The learner can:
8.1 review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning, taking account of the views of learners and others
8.2 identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning.

Supporting information

Assessment guidance

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

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

To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice.

Unit 504	**Action learning to support development of specific pedagogy**

UAN:	**M/503/5376**
Level:	5
Credit value:	15
GLH:	50
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to enable the learner to investigate an area of interest related to the teaching of their own subject specialist area. It includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current relevant literature and evaluating other subject specialists. It also involves engaging with peers, evaluating strengths and areas for development in own practice, and presenting findings clearly and objectively

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

Learning outcome
The learner will:
2. be able to investigate current good practice in own subject specific area.
Assessment criteria
The learner can:

2.1	justify own selection of sources for investigation
2.2	critically review current literature relating to practice in own subject specific area
2.3	evaluate the practice of other subject specialists in own subject specific area.

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

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

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

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

Unit 505   Action research

UAN:	T/503/5380
Level:	5
Credit value:	15
GLH:	50
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to enable learners to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research.

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

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

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

Learning outcome
The learner will:
4. be able to carry out action research.
Assessment criteria
The learner can:
4.1   draw on selected literature relating to an area of practice for action research
4.2   justify own choice of methods selected for action research
4.3   collect data relating to an area of practice for action research
4.4   analyse data collected from action research
4.5   present data collected from action research
4.6   draw conclusions based on findings from action research.

Learning outcome
The learner will:
5. be able to present the outcomes of action research.
Assessment criteria
The learner can:
5.1   report own findings and conclusions from action research
5.2   justify own recommendations for action to be taken based on conclusions from action research.

Learning outcome
The learner will:
6. be able to evaluate own practice in relation to action research.
Assessment criteria
The learner can:
6.1   analyse the effectiveness of own practice in relation to action research
6.2   identify own strengths and areas for improvement in relation to action research
6.3   plan opportunities to improve own skills in action research.

Unit 506   Developing, using and organising resources in a specialist area

UAN:	H/505/1090
Level:	5
Credit value:	15
GLH:	50
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to enable learners to develop, use, and organise resources within a specialist subject, vocational or other area. It includes the purpose, development and use of resources, how to organise them and enable access to others. It also includes understanding legal requirements and responsibilities relating to resources and evaluating own practice in their development and use.

Learning outcome
The learner will:
1. understand the purpose and use of resources in own specialist area.
Assessment criteria
The learner can:
1.1   explain the purpose of resources in teaching and learning
1.2   evaluate the effectiveness of specific resources from own specialist area in meeting individual learning needs.

Learning outcome
The learner will:
2. be able to develop and use inclusive resources in own specialist area.
Assessment criteria
The learner can:
2.1   analyse principles of resource design
2.2   evaluate sources that inform resource development in own specialist area

2.3	analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area
2.4	analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area
2.5	design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area
2.6	employ resources to engage and meet the individual needs of learners in own specialist area.

Learning outcome
The learner will:
3. understand how to organise and enable access to resources.

Assessment criteria
The learner can:
3.1 explain ways in which resources can be classified and stored
3.2 review ways of sharing resources with other learning professionals.

Learning outcome
The learner will:
4. understand legal requirements and responsibilities relating to the development and use of resources.

Assessment criteria
The learner can:
4.1 review legal requirements and responsibilities relating to the development and use of resources
4.2 analyse the implications of intellectual property rights and copyright for the development and use of resources.

Learning outcome
The learner will:
5. be able to evaluate own practice in relation to development and use of resources in own specialist area.

Assessment criteria
The learner can:
5.1 evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area
5.2 identify own strengths and areas for improvement in relation to development and use of resources in own specialist area
5.3 plan opportunities to improve own skills in development and use of resources in own specialist area

Unit 507   Managing behaviours in a learning environment

UAN:	M/505/3912
Level:	5
Credit value:	6
GLH:	20
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.

Learning outcome
The learner will:
1. understand the characteristics and impact of behaviours in a learning environment.
Assessment criteria
The learner can:
1.1   analyse behaviours that can occur in a learning environment
1.2   analyse potential factors contributing to behaviours in a learning environment
1.3   analyse the impact of behaviours on a learning environment.

Learning outcome
The learner will:
2. understand legislation and organisational policies relating to managing behaviours in a learning environment
Assessment criteria
The learner can:
2.1   analyse legislation relating to managing behaviours in a learning

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environment

2.2 analyse organisational policies relating to managing behaviours in a learning environment.

Learning outcome
The learner will:
3. be able to apply theories of behaviour management to create and maintain a purposeful learning environment
Assessment criteria
The learner can:
3.1 analyse theories of behaviour management
3.2 establish a purposeful learning environment
3.3 explain how own practice in creating a purposeful learning environment has taken account of theories of behaviour management.

Learning outcome
The learner will:
4. be able to evaluate own practice in managing behaviours in a learning environment.
Assessment criteria
The learner can:
4.1 analyse the effectiveness of own practice in relation to managing behaviours in a learning environment
4.2 identify own strengths and areas for improvement in relation to managing behaviours in a learning environment.

Unit 507 Managing behaviours in a learning environment

Supporting information

Assessment guidance

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

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

Unit 508 Literacy and ESOL and the learners

UAN:	**L/505/0791**
Level:	5
Credit value:	20
GLH:	60
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	Learners will consider language change, language variety, the relationship between language and social processes and the use of English as a medium of learning. Learners will also consider factors that influence literacy and language acquisition, learning and use.

Learning outcome
The learner will:
1. understand the significance of language change and variety for literacy and ESOL learners.
Assessment criteria
The learner can:
1.1 analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
1.2 analyse ways in which spoken and written language can change over time and vary according to context at:
a. text and discourse level;
b. sentence and phrase level;
c. word level; and
d. phoneme level
1.3 explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development.

Learning outcome
The learner will:
2. understand the relationship between language and social processes.

Assessment criteria
The learner can:
2.1   analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
2.2   analyse how language is used in the formation, maintenance and transformation of power relations.

Learning outcome
The learner will:
3.   understand factors that influence literacy and language acquisition, learning and use.
Assessment criteria
The learner can:
3.1   analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use
3.2   analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning.

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

Learning outcome
The learner will:
5.   understand the use of assessment approaches to meet the needs of literacy and ESOL learners.
Assessment criteria
The learner can:
5.1   identify the skills, knowledge and understanding that can be assessed in literacy and ESOL
5.2   analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
5.3   analyse the use of assessment tools in literacy and language teaching and learning.

Learning outcome
The learner will:
6.   understand how to promote learning and learner support within literacy, ESOL and language teaching and learning.
Assessment criteria
The learner can:

| 6.1 | explain the boundaries between own specialist area and those of other specialists and practitioners |
| 6.2 | analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals. |

Learning outcome
The learner will:
7. understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.
Assessment criteria
The learner can:
7.1 identify literacy and language skills needed across contexts and subjects
7.2 explain how to liaise with other professionals to provide specialist knowledge of how to develop literacy and language skills in vocational and other subject areas.

Unit 509   Literacy and ESOL theories and frameworks

UAN:	J/505/0790
Level:	5
Credit value:	20
GLH:	60
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with an understanding of literacy and ESOL theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development, and consider how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for literacy and ESOL learners.

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

Learning outcome
The learner will:
2. understand theories and principles relating to literacy learning and development.
Assessment criteria
The learner can:

2.1	analyse theories of literacy learning and development
2.2	analyse literacy teaching approaches associated with theories of literacy learning and development

Learning outcome
The learner will:
3. be able to analyse spoken and written language.
Assessment criteria
The learner can:
3.1 analyse ways in which language can be described
3.2 explain descriptive and prescriptive approaches to language analysis
3.3 identify significant differences between the description and conventions of English and other languages

3.4 analyse spoken and written language at:
    a. text and discourse level;
    b. sentence and phrase level;
    c. word level; and
    d. phoneme level

3.5 analyse the impact of phonological features of spoken English on the communication of ESOL learners
3.6 use key discoursal, grammatical, lexical and phonological terms accurately.

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

Unit 510   Literacy and the learners

UAN:	L/505/0774
Level:	5
Credit value:	15
GLH:	40
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.

Learning outcome
The learner will:
1. understand the significance of language change and variety for literacy learners.
Assessment criteria
The learner can:
1.1 analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
1.2 analyse ways in which spoken and written language can change over time and vary according to context at:
a. text and discourse level;
b. sentence and phrase level;
c. word level; and
d. phoneme level
1.3 explain ways in which language change and variety can have an impact on literacy learners' literacy and language development.

Learning outcome
The learner will:
2. understand the relationship between language and social processes.

Assessment criteria
The learner can:
2.1   analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
2.2   analyse how language is used in the formation, maintenance and transformation of power relations.

Learning outcome
The learner will:
3.   understand factors that influence literacy and language acquisition, learning and use

Assessment criteria
The learner can:
3.1   analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use
3.2   analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning.

Learning outcome
The learner will:
4.   understand the use of assessment approaches to meet the needs of literacy learners

Assessment criteria
The learner can:
4.1   identify the skills, knowledge and understanding that can be assessed in literacy
4.2   analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
4.3   analyse the use of assessment tools in literacy and language teaching and learning.

Learning outcome
The learner will:
5.   understand how to promote learning and learner support within literacy and language teaching and learning.

Assessment criteria
The learner can:
5.1   explain the boundaries between own specialist area and those of other specialists and practitioners
5.2   analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals.

Learning outcome
The learner will:
6.   understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.

Assessment criteria
The learner can:
6.1   identify literacy and language skills needed across contexts and subjects
6.2   explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas.

Unit 511   Literacy, ESOL and the learners

UAN:	**Y/505/0776**
Level:	5
Credit value:	15
GLH:	40
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy and ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors that influence literacy and language acquisition, learning and use.

Learning outcome
The learner will:
1. understand the significance of language change and variety for literacy and ESOL learners
Assessment criteria
The learner can:
1.1   analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
1.2   analyse ways in which spoken and written language can change over time and vary according to context at:
a. text and discourse level;
b. sentence and phrase level;
c. word level; and
d. phoneme level
1.3   explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development.

Learning outcome
The learner will:
2. understand the relationship between language and social processes
Assessment criteria
The learner can:
2.1 analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
2.2 analyse how language is used in the formation, maintenance and transformation of power relations.

Learning outcome
The learner will:
3. understand factors that influence literacy, ESOL and language acquisition, learning and use
Assessment criteria
The learner can:
3.1 analyse personal, social and cultural factors influencing literacy and ESOL learners' language acquisition, learning and use
3.2 analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

Learning outcome
The learner will:
4. understand the use of assessment approaches to meet the needs of literacy and ESOL learners.
Assessment criteria
The learner can:
4.1 identify the skills, knowledge and understanding that can be assessed in literacy and ESOL
4.2 analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
4.3 analyse the use of assessment tools in literacy and language teaching and learning.

Learning outcome
The learner will:
5. understand how to promote learning and learner support within literacy and language teaching and learning.
Assessment criteria
The learner can:
5.1 explain the boundaries between own specialist area and those of other specialists and practitioners
5.2 analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals

Learning outcome
The learner will:
6. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.
Assessment criteria
The learner can:
6.1 identify literacy and language skills needed across contexts and subjects
6.2 explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas.

Unit 512   Literacy theories and frameworks

UAN:	J/505/0773
Level:	5
Credit value:	15
GLH:	40
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with an understanding of literacy theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for literacy learners.

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

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

literacy learning and development.

Learning outcome
The learner will:
3. be able to analyse spoken and written language.
Assessment criteria
The learner can:
3.1 analyse ways in which language can be described
3.2 explain descriptive and prescriptive approaches to language analysis
3.3 analyse spoken and written language at:
a. text and discourse level;
b. sentence and phrase level;
c. word level; and
d. phoneme level
3.4 use key discoursal, grammatical, lexical and phonological terms accurately

Learning outcome
The learner will:
4. understand the processes involved in the development of speaking, listening, reading and writing skills.
Assessment criteria
The learner can:
4.1 analyse the processes involved in speaking and listening for literacy learners
4.2 analyse the processes involved in reading and writing for literacy learners
4.3 explain the mutual dependence of reading, listening, writing and speaking in literacy and language teaching and learning
4.4 analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning.

Unit 513   ESOL and the learners

UAN:	F/505/0786
Level:	5
Credit value:	15
GLH:	40
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors that influence literacy and language acquisition, learning and use.

Learning outcome
The learner will:
1. understand the significance of language change and variety for ESOL learners.
Assessment criteria
The learner can:
1.1   analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
1.2   analyse ways in which spoken and written language can change over time and vary according to context at:
a. text and discourse level;
b. sentence and phrase level;
c. word level; and
d. phoneme level
1.3   explain ways in which language change and variety can have an impact on ESOL learners' literacy and language development

Learning outcome
The learner will:
2. understand the relationship between language and social processes.

Assessment criteria
The learner can:
2.1 analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
2.2 analyse how language is used in the formation, maintenance and transformation of power relations.

Learning outcome
The learner will:
3. understand factors that influence literacy and language acquisition, learning and use.

Assessment criteria
The learner can:
3.1 analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use
3.2 analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

Learning outcome
The learner will:
4. understand the use of assessment approaches to meet the needs of ESOL learners.

Assessment criteria
The learner can:
4.1 identify the skills, knowledge and understanding that can be assessed in ESOL
4.2 analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
4.3 analyse the use of assessment tools in literacy and language teaching and learning.

Learning outcome
The learner will:
5. understand how to promote learning and learner support within literacy and language teaching and learning.

Assessment criteria
The learner can:
5.1 explain the boundaries between own specialist area and those of other specialists and practitioners
5.2 analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals.

Learning outcome
The learner will:
6. understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.

Assessment criteria
The learner can:
6.1   identify literacy and language skills needed across contexts and subjects
6.2   explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas.

Unit 514   ESOL theories and frameworks

UAN:	A/505/0785
Level:	5
Credit value:	15
GLH:	40
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with an understanding of ESOL theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to ESOL learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for ESOL learners.

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

Learning outcome
The learner will:
2. understand theories and principles relating to literacy learning and development.
Assessment criteria
The learner can:
2.1 analyse theories of literacy learning and development

2.2	analyse literacy teaching approaches associated with theories of literacy learning and development.

Learning outcome
The learner will:
3. be able to analyse spoken and written language.
Assessment criteria
The learner can:
3.1 analyse ways in which language can be described
3.2 explain descriptive and prescriptive approaches to language analysis
3.3 identify significant differences between the description and conventions of English and other languages
3.4 analyse spoken and written language at:
a. text and discourse level;
b. sentence and phrase level;
c. word level; and
d. phoneme level
3.5 analyse the impact of phonological features of spoken English on the communication of ESOL learners
3.6 use key discoursal, grammatical, lexical and phonological terms accurately.

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

Unit 515 Action learning for teaching in a specialist area of disability

UAN:	J/505/0756
Level:	5
Credit value:	15
GLH:	40
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)

Learning outcome
The learner will:
1. understand the impact of a specific impairment on teaching and learning.
Assessment criteria
The learner can:
1.1   analyse a specific impairment and the related support needs of disabled learners
1.2   explain ways of adjusting practice for learners with a specific impairment
1.3   evaluate specific support within an organisation for learners with a specific impairment

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

Learning outcome
The learner will:
3.   Be able to investigate practice in a specialist area of disability
Assessment criteria
The learner can:
3.1   develop a focus for investigation
3.2   design and implement an action plan to support the investigation
3.3   evaluate the practice of other teachers in your area of interest
3.4   report the findings of the investigation
3.5   analyse ways in which findings from an investigation can be used to develop own professional practice.

Unit 516   Understanding theories and frameworks for teaching disabled learners

UAN:	Y/505/0759
Level:	5
Credit value:	15
GLH:	40
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)

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

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

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

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

Learning outcome
The learner will:
5. understand how to work with others to support the needs of disabled learners.
Assessment criteria
The learner can:
5.1 explain the role of organisations and networks that can offer services and support to disabled learners
5.2 explain ways to maintain relationships with parents, carers and others with an interest in the learner
5.3 analyse the skills needed to work collaboratively for the benefit of disabled learners.

Unit 517   Numeracy and the learners

UAN:	K/505/0765
Level:	5
Credit value:	15
GLH:	40
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to provide learners with an understanding of the factors that affect the development of numeracy learners. Learners will analyse approaches to initial and diagnostic assessment and numeracy teaching. Learners will also consider the use of technology within numeracy teaching and learning. They will consider how numeracy can impact on different contexts and subjects, how to liaise with others to promote the inclusion of numeracy in learning programmes and how to promote learning support and learner support within numeracy teaching and learning.

Learning outcome
The learner will:
1. understand the factors that influence the development and progression of numeracy learners.

Assessment criteria
The learner can:
1.1   analyse the impact of personal, social, economic and political factors on the development and progression of numeracy learners
1.2   explain the impact of learners' literacy and language skills on the development and progression of their numeracy skills
1.3   explain how differing communication approaches can affect the learning of numeracy processes and skills.

Learning outcome
The learner will:
2. understand the use of assessment approaches to meet the needs of numeracy learners.

Assessment criteria
The learner can:
2.1 identify the skills, knowledge and understanding that can be assessed in numeracy
2.2 analyse approaches to initial and diagnostic assessment to identify the mathematics and numeracy skills and aspirations of numeracy learners
2.3 analyse the use of assessment tools in numeracy teaching and learning.

Learning outcome
The learner will:
3. understand the use of numeracy teaching approaches and resources to meet the needs of individual numeracy learners
Assessment criteria
The learner can:
3.1 analyse numeracy teaching approaches and resources, including technologies, for suitability in meeting individual learners' needs
3.2 analyse the impact of using technology on learner engagement, motivation and success in numeracy teaching and learning.

Learning outcome
The learner will:
4. understand how numeracy can impact on different contexts and subjects.
Assessment criteria
The learner can:
4.1 identify the numeracy skills and knowledge needed by learners across contexts and subjects, and for progression purposes
4.2 explain the importance of encouraging learners to make links between their mathematical and numeracy development and their other personal development.

Learning outcome
The learner will:
5. be able to promote learning support and learner support within numeracy teaching and learning.
Assessment criteria
The learner can:
5.1 explain the boundaries between own specialist area and those of other specialists and practitioners
5.2 analyse numeracy learning opportunities to determine how teaching and support needs may be shared between learning professionals.

Learning outcome
The learner will:
6. understand how to liaise with others to promote the inclusion of

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

Unit 518   Numeracy knowledge and understanding

UAN:	H/505/0764
Level:	5
Credit value:	15
GLH:	40
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The unit aims to enable learners to improve their numeracy knowledge, understanding and practice. Learners will consider fundamental attributes of mathematics and numeracy, the attributes of procedures within mathematics and numeracy and how the origins and status of mathematics impact on numeracy teaching. Learners will also consider the links between popular perceptions of mathematics and numeracy learning.

Learning outcome
The learner will:
1. understand fundamental attributes of mathematics and numeracy.
Assessment criteria
The learner can:
1.1   review the historic and cultural development of mathematics
1.2   analyse the language and concepts associated with number systems
1.3   analyse common errors and misconceptions in mathematics and possible reasons why they occur
1.4   analyse the techniques used in mathematics and numeracy for conceptual linkages.

Learning outcome
The learner will:
2. understand the attributes of procedures within mathematics and numeracy.
Assessment criteria

The learner can:

2.1 analyse the activities, processes and stages within mathematical problems and investigations

2.2 evaluate written, mental and diagrammatic mathematical strategies, analysing the associated meta-language

2.3 analyse the use, interpretation and representation of data

2.4 evaluate the use of measurement systems within problem solving including:

    a. definition;

    b. conversion; and

    c. representation

Learning outcome

The learner will:

3. understand how learning theories and the origins and status of mathematics impact on numeracy teaching.

Assessment criteria

The learner can:

3.1 analyse the effect of the origins and status of mathematics knowledge on mathematics and numeracy curriculum development

3.2 analyse how teaching and learning theories underpin numeracy teaching and learning.

Learning outcome

The learner will:

4. understand the links between the roles and perceptions of mathematics and numeracy within society.

Assessment criteria

The learner can:

4.1 analyse the role of mathematics and numeracy within society

4.2 Evaluate perceptions of mathematics and numeracy including:

    a. popular views;

    b. learners attitudes; and

    c. trends in learner attainment.

Appendix 1   Sources of general information

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

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

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

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

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

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

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

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

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

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Useful contacts

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

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