

# Level 5 Specialist Teaching Diplomas (6503)

April 2019 Version 1.3



## Qualification at a glance

<b>Subject area</b>	<b>Education and Training</b>
<b>City &amp; Guilds number</b>	6503
<b>Entry Requirements</b>	Candidates must be qualified/ experienced in the specialist subject they intend to teach (English, Mathematics, ESOL or teaching Disabled Learners). Candidates must have access to 50 teaching practice hours for a single qualification and 70 hours for the combined English/ESOL qualification and must be able to evidence level 3 personal skills in English or mathematics as appropriate. All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and agree an action plan to address them. If joining the qualification programme having already completed a recent initial assessment, their record of development needs and previous action to address them should be reviewed.
<b>Age group approved</b>	19+
<b>Assessment</b>	<p>The qualification will be assessed by a combination of assignments, a teaching practice portfolio of evidence and observation of teaching or training. Simulation of teaching (micro-teaching) is not permitted for this qualification. Suggested assessment activities are provided in the form of example assignments in an assessment pack, available on the City &amp; Guilds website. <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></p> <p>The example assignments in the assessment pack are not compulsory, but are offered to centres in an attempt to ensure that learners meet all assessment criteria. The assessment pack is accompanied by an answer pack, containing model answers for the example assignments. At the start of the assessment pack there is a useful table showing which assessment criteria should be met in the portfolio of teaching evidence.</p>
<b>Fast track</b>	Available

<b>Support materials</b>	Qualification handbook Assessment pack Answer pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 5 Diploma in Teaching English: Literacy	6503-51	601/0873/3
Level 5 Diploma in Teaching Mathematics: Numeracy	6503-52	601/0876/9
Level 5 Diploma in Teaching English: ESOL	6503-53	601/0874/5
Level 5 Diploma in Teaching English: Literacy and ESOL	6503-54	601/0875/7
Level 5 Diploma in Teaching Disabled Learners	6503-55	601/0877/0
Level 5 Specialist Diploma Unit route	6503-95	As above

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.2 July 2016	Removal of telephone numbers	All
1.1 Nov 2013	Minor amends to text in units 508, 511, 514 & 516	Units
1.3 April 2019	Staff requirements updated	Resource requirements



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# 1 Introduction

This document provides detailed information about the mandatory and option units which will support organisations to develop their qualification programme.

The level 5 Specialist Diplomas are qualifications which have a practice requirement. They are 'in service' qualifications designed for those working or wishing to work as teacher/trainers in English, Mathematics, ESOL or with Disabled Learners, in England. It may be possible for pre-service teachers/trainers) defined as those who are not formally contracted as teachers/trainers) to also complete this qualification. All candidates, whether pre-service or in service must have access to 50 hours teaching practice for a single qualification, (either Literacy, Numeracy, ESOL or Disabled Learners) or 70 hours teaching practice if completing the Literacy and ESOL combined qualification.

Candidates who successfully complete these qualifications will take an analytical and practical approach to all aspects of planning, delivering and assessing inclusive teaching and learning within their specialist area. Whilst doing this, candidates will ensure that the theories and principles in education and training, and their specialism, are being clearly demonstrated in their practice.

Candidates will also carry out research into professionalism in education and training and their specialist area, and consider the impact on their role and their accountability as a teacher/trainer.

Area	Description
Who are the qualifications for?	<p>For candidates who want to work as teachers/trainers of English, Mathematics, ESOL or Disabled Learners (specialist teachers) in the further education and skills sector</p> <p>For candidates who want to be specialist teachers who are not in a teaching/training role or who have just started a teaching/training role.</p> <p>For qualified teachers/trainers who wish to become qualified specialist teachers</p> <p>For teachers/trainers who are seeking career progression in their area of work</p> <p>For candidates who are assessors and wish to achieve a specialist qualification.</p> <p>For candidates who have completed the City &amp; Guilds Level 3 Award in Education and training, the Level 4 Certificate in Education and Training or the generic Level 5 Diploma in Education and Training and wish to progress into teaching in a specialist area.</p> <p>For candidates who have completed the City &amp; Guilds Introduction to training qualifications (7300, 1103-01 or 6285) and wish to progress into teaching in a specialist area.</p>
What do the qualifications cover?	<p>The qualifications cover the knowledge and skills required by specialist teachers/trainers in the further education and skills sector, such as:</p> <p>The theories and frameworks of the specialism</p> <p>Teaching and learning strategies within the specialism</p>
Who did we develop the qualifications with?	<p>The qualifications were developed with The Learning and Skills Improvement Service (LSIS)</p>
What opportunities for progression are there?	<p>The qualifications may allow candidates to progress into employment as teachers/trainers or to one of the following City and Guilds qualifications:-</p> <p>9200 Professional recognition qualifications</p> <p>6502 Level 5 generic Diploma in Education and Training</p>

## **Key features of the Level 5 Stand Alone Specialist Diplomas in Education and Training**

The Level 5 stand alone specialist diplomas in education and training are qualifications which extend into investigation and research into current practice and the theories and models relating to education and training, in the context of the specialism selected. Throughout the programme, candidates will demonstrate their ability to transfer the findings of their research into their own practice.

There are mandatory units and option units within these qualifications. For a single specialism, (English, Mathematics, ESOL, Disabled Learners) candidates must achieve 45 credits, and for the Literacy and ESOL combined specialism, candidates must achieve 60 credits. Some of the knowledge only units in these qualifications also appear as option units in the generic 6502 Level 5 Diploma in Education and Training. There is no requirement to complete these units again if a candidate has achieved them through the generic diploma route.

There is no requirement for candidates to have completed the Level 3 Award in Education and Training, the Level 4 Certificate in Education and Training or the Level 5 Diploma in Education and Training before commencing these qualifications.

All of the units are Education and Training Units.

There are specific requirements relating to practice and number of observations for each of the diplomas. Please see relevant pages in this handbook for explicit details of each diploma.

There is a requirement for a minimum of 50 hours teaching/training practice for the single specialist qualifications and 70 hours teaching/training practice for the combined Literacy and ESOL qualification.

Observations are linked to the practice units in each qualification.

To be eligible for the award of credit for any of the practical units for the single specialist qualifications, a candidate must be able to provide evidence of four assessed observations of practice, totalling a minimum of four hours and for the combined Literacy and ESOL qualification, a minimum of 6 observations totalling a minimum of 6 hours. All observations must meet the required standard of practice.

All observations must be in the specialist context. Any single observation must be a minimum of half an hour.

There is no transfer of practice, and no transfer of observed and assessed practice from a previously achieved qualifications to any of the stand alone specialist diplomas.



## Structure

To achieve the **Level 5 Diploma in Teaching English: Literacy (QCF)** learners must achieve 45 credits.

30 credits from Mandatory units 501 and 502  
Plus 15 credits from Optional units 503 - 504

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH	Unit Level
<b>Mandatory</b>					
A/505/0771	501	Literacy teaching and learning	15	40	5
J/505/0773	502	Literacy theories and frameworks	15	40	5
<b>Optional</b>					
Y/505/0776	503	Literacy, ESOL and the learners	15	40	5
L/505/0774	504	Literacy and the learners	15	40	5

To achieve the **Level 5 Diploma in Teaching English: ESOL (QCF)** learners must achieve 45 credits.

30 credits from Mandatory units 505 and 506  
Plus 15 credits from Optional units 503, 507

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH	Unit Level
<b>Mandatory</b>					
M/505/0783	505	ESOL teaching and learning	15	40	5
A/505/0785	506	ESOL theories and frameworks	15	40	5
<b>Optional</b>					
Y/505/0776	503	Literacy, ESOL and the learners	15	40	5
F/505/0786	507	ESOL and the learners	15	40	5

To achieve the **Level 5 Diploma in Teaching English: Literacy and ESOL (QCF)** learners must achieve 60 credits from units 508 – 510

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH	Unit Level
<b>Mandatory</b>					
L/505/0788	508	Literacy and ESOL teaching and learning	20	60	5
L/505/0791	509	Literacy and ESOL and the learners	20	60	5
J/505/0790	510	Literacy and ESOL theories and frameworks	20	60	5

To achieve the **Level 5 Diploma in Teaching Mathematics: Numeracy (QCF)** learners must achieve 45 credits from units 511 – 513

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>GLH</b>	<b>Unit Level</b>
<b>Mandatory</b>					
M/505/0766	511	Numeracy teaching and learning	15	40	5
K/505/0765	512	Numeracy and the learners	15	40	5
H/505/0764	513	Numeracy knowledge and understanding	15	40	5

To achieve the **Level 5 Diploma in Teaching Disabled Learners (QCF)** learners must achieve 45 credits from units 514 - 516

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>GLH</b>	<b>Unit Level</b>
<b>Mandatory</b>					
R/505/0758	514	Inclusive teaching and learning for disabled learners	15	40	5
J/505/0756	515	Action learning for teaching in a specialist area of disability	15	40	5
Y/505/0759	516	Understanding theories and frameworks for teaching disabled learners	15	40	5



## 2 Centre requirements

### Approval

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

Please see the table below to decide whether your centre should apply for fast track approval for these qualifications.

Current approval	Fast track to the New qualification
6305 complex 20 or 30 Level 5 Diploma in Teaching English: Literacy. 7305 complex 12, 15 or 18	6503 - 51
6305 complex 21 or 31 Level 5 Diploma in Teaching English: ESOL. 7305 complex 13, 16 or 19	6503-53
6305 complex 22 or 34 Level 5 Diploma in Teaching English: Literacy and ESOL	6503-54
6305 complex 23 or 32 Level 5 Diploma in Teaching Mathematics: Numeracy. 7305 complex 14, 17 or 20	6503-52
6305 complex 24 or 33 Level 5 Diploma in Teaching Disabled Learners	6503-55

Centres should use the fast track form if:

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

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

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

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

## **Resource requirements**

### **Staff requirements**

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

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

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

### **Assessors and Internal Quality Assurer**

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications.

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

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

CPD records for all staff must be available for EQA purposes.

### **Learner entry requirements**

Candidates must be qualified/ experienced in the specialist subject they intend to teach (English, Mathematics, ESOL or teaching Disabled Learners). Candidates must be able to evidence level 3 personal skills in English or mathematics as appropriate.

In addition, the nature of both the learning and assessment required for the qualification is such that candidates should have the ability to manage

the requirements of the level of the qualification they are taking, read and interpret written tasks, and write answers in a legible and understandable form. Evidence of this should be recorded as part of their initial assessment. Candidates will also need to be able to organise written information clearly and coherently.

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

### **Age restrictions**

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



## **Delivering the qualification**

### **Initial assessment and induction**

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

- that they are able to evidence level 3 personal skills in either English or Mathematics, whichever is appropriate,
- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

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

N.B. City & Guilds do have a qualification available that will support the learners to evidence a qualification in personal skills at level 3 – City and Guilds 6255, English for Literacy and Mathematics for Numeracy Teaching. Usual approval routes for these qualifications apply to centres wishing to add them to their provision.

### **Support materials**

The following resources are available for these qualifications:

<b>Description</b>	<b>How to access</b>
Example Assignments	In Assessment Pack to be found on the City & Guilds website, 6503 page <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Model answers/grading criteria for example assignments	In the Answer Pack to be found on the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Forms for centres	In the Forms form Centres Pack to be found on the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Smartscreen	SmartScreen.co.uk provides online support for tutors, assessors and learners of City & Guilds' qualifications. High quality support materials provide complementary support to the entire teaching and learning experience. You can subscribe from the Walled Garden, or email your order to <b><a href="mailto:directsales@cityandguilds.com">directsales@cityandguilds.com</a></b> .
6317 Level 4 Certificate in Quality Assurance of the Assessment Process	City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> –enter 6317 in the 'search box' on the right hand side of the page.
6318 Level 4 Award and Certificate in Learning and Development	City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> –enter 6318 in the 'search box' on the right hand side of the page.

### **Evidence requirements**

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

- Assignments - to evidence the knowledge based assessment criteria (either from the Assessment Pack provided or centre devised assignments which have been approved by the centre's Qualification Consultant)
- Practice requirements - There is a requirement for a minimum of 50 hours of practice for a single specialist qualification and 70 hours of practice for the combined Literacy and ESOL qualification. Practice must be in a specialist teaching and learning environment.
- Observation requirements - Observations should be appropriately spaced throughout the whole programme and take into account the stage of a candidate's progress. As stated above, there is a requirement for a minimum number of observations of practice. The observations must be linked to the practice units in each qualification. This is more clearly defined in the detail for each qualification in this handbook.

Note that, to be eligible for the award of credit for any of the practice units, a candidate must be able to provide evidence of assessed observations of practice that meet the required standard of practice.

City & Guilds recommend that candidates create a portfolio of teaching practice where they can lodge their evidence for the practical elements of their qualification

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

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

### **Recording documents**

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

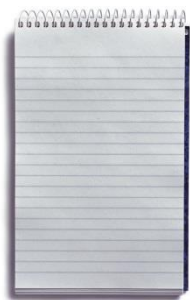
City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

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

Although it is anticipated that centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by learners and assessors at the centre. Please note that any amended form for the purpose of recording achievement must have a space for the EQA to sign and date; assignment front sheets must have the declaration of candidate's own work on it, and the assessment criteria which can only be evidenced by the observation report must describe explicitly on the template, how the candidate has met the criteria.

Amendable (MS Word) versions of the forms are available on the City & Guilds website





## 4 Assessment

City & Guilds has provided the following resources – more information is available on the City & Guilds website. Examples of assignments and answer packs for the units are available on the City & Guilds website..

The example assignment answer guides are password protected – The passwords are available via the Walled Garden.

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

Unit	Title	Assessment method	Where to obtain assessment materials
501	Literacy teaching and learning	Assignment – set by City & Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
502	Literacy theories and frameworks	Assignment – set by City & Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
503	Literacy, ESOL and the learners	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, or centre devised assignment, will be externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
504	Literacy and the learners	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, or centre devised assignment, will be externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
505	ESOL teaching and learning	Assignment – set by City & Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
506	ESOL theories and frameworks	Assignment – set by City & Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
507	ESOL and the learners	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, or centre devised assignment, will be externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
508	Literacy and ESOL teaching and learning	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, or centre devised assignment, will be externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
509	Literacy and ESOL and the learners	Assignment – set by City & Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
510	Literacy and ESOL theories and frameworks	Assignment – set by City & Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
512	Numeracy and the learners	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, or centre devised assignment, will be externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
513	Numeracy knowledge and understanding	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, or centre devised assignment, will be externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
514	Inclusive teaching and learning for disabled learners	Assignment – set by City & Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
515	Action learning for teaching in a specialist area of disability	Assignment – set by City & Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords
516	Understanding theories and frameworks for teaching disabled learners	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, or centre devised assignment, will be externally quality assured by City & Guilds	City & Guilds Walled Garden for passwords

## **Time constraints**

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

## **Assessment strategy**

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

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

Candidates must build a portfolio of evidence which:

- enables each unit to be assessed independently
- enables centres to claim any completed individual units if a candidate withdraws from the programme before completing the whole qualification.
- evidences that candidates have taken part in a minimum of 50/70 hours of practice and eight hours of observed and assessed practice which meet the required standard of practice.

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

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

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

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in section 3.1 of the Ofsted guidelines be retained. This will enable those observing and assessing practice to identify developmental points from previous

observations, and to monitor trainee teachers' progress towards meeting developmental points and achieving a good standard of practice (grade 2) by the end of their programme.

For the Level 5 stand-alone single specialist diplomas, at least two hours of observed and assessed practice in observations linked to the practice units should demonstrate grade 2 characteristics. For the combined Literacy and ESOL qualification, at least three hours of observed and assessed practice in observations linked to the practice unit should demonstrate grade 2 characteristics.

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

**Evidence of on-going assessment and internal quality assurance must be provided by the centre. Candidates will need to demonstrate, through the presentation of evidence, that they can meet the requirements of the units within the qualification. It is expected that candidates will provide a diversity of evidence types to support their demonstration of competence.**

**The assessor must make a judgement as to when candidates have met the standard required and then complete assessment records, based on their observations and all other types of evidence presented by the candidate.**

**If a unit is referred, the centre must provide appropriate feedback and support to enable the candidate to resubmit. Centres must record any actions taken and/or any additional support given to the candidates. Centres must have a sound referrals policy in place. When marking candidates' work, tutors should use their professional judgment to ensure that all assessment criteria are met.**

### **Recognition of prior learning (RPL)**

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is allowed and is also sector specific.

### **Level descriptors**

At level 5, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- A critical reflection of the relationship between theory/principles and practice
- A considered and targeted approach to reading and research
- Clear evidence of substantial reading including professional publications,
- An academic style of writing, in which a recognised system of referencing is followed, the Harvard system is recommended. Writing should be concise and candidates should provide evidence of careful planning.

Candidate assignments should be word processed. Where this is not possible, guidance should be sought from City & Guilds policy document Access to Assessment available to download from the website.

## 5 Qualification specific guidance

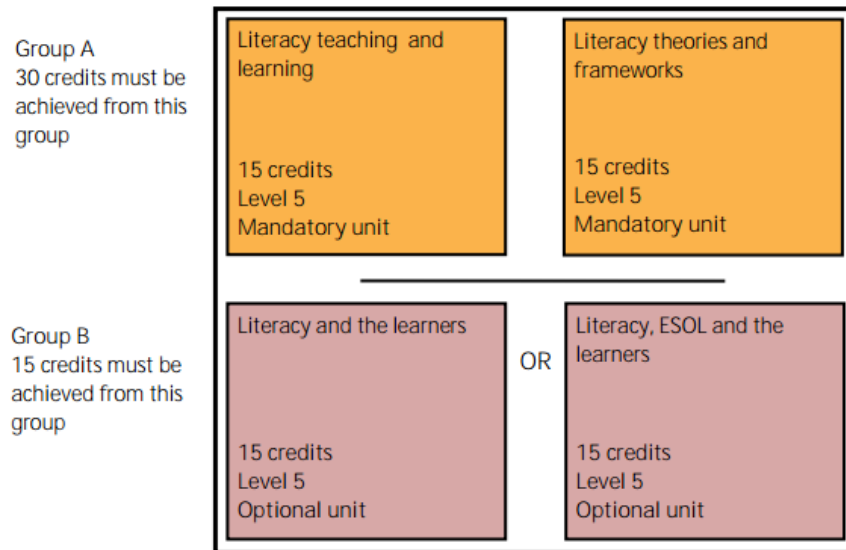
Specific guidance for each of the following qualifications follows in this section:

- Level 5 Diploma in Teaching English: Literacy
- Level 5 Diploma in Teaching English: ESOL
- Level 5 Diploma in Teaching English: Literacy and ESOL
- Level 5 Diploma in Teaching Mathematics: Numeracy
- Level 5 Diploma in Teaching Disabled Learners

## Level 5 Diploma in Teaching English: Literacy

### Level 5 Diploma in Teaching English: Literacy

45 credits



### Supporting information

In this qualification candidates will show the development of their knowledge, understanding and skills related to the teaching, learning and assessment of literacy in education and training. Candidates will carry out investigations into teaching approaches and will analyse engagement, motivation and success in literacy teaching. Candidates will demonstrate that they can effectively plan and deliver inclusive literacy teaching and learning, using specialist approaches and tools. Candidates will carry out extensive research and analysis into all aspects of literacy teaching and they will reflect on and evaluate their own practice.

Evidence for this qualification must be drawn from a real literacy teaching environment, and when delivering teaching and learning, candidates must ensure that they comply with internal processes and external requirements. Simulation is not permitted.

### Assessment Guidance

In order to achieve this qualification, candidates must achieve two knowledge units and one practice unit.

The practice unit in this qualification is unit 501 Literacy teaching and learning. Both practice and assessed observations of practice are located within unit 501.



In order to achieve this unit, there is a requirement to evidence 50 hours of practice in a literacy teaching and learning environment. Candidates must also evidence working both with groups of learners and with individual learners. Practice must be undertaken within at least two of the three levels of the literacy curriculum – Entry Level and one other level (Level 1 or Level 2).

There must be a minimum of four observations totalling a minimum of four hours. Any single observation must be for a minimum of half an hour. All four observations must be in teaching and learning environments with a literacy context. Assessed observations should include at least one literacy observation at entry level. All observations of assessed practice must achieve the required standard of practice. At least two hours of observed and assessed practice in observations linked to the practice unit should demonstrate grade 2 characteristics. There is more information in Section 3 of this document 'Observed and Assessed Practice – Required Standard of Practice'.

There is no transfer of practice or assessed observations of practice allowed in unit. 501.

As it is now a requirement for observations of assessed practice to be graded in line with the Ofsted framework, centres are advised to ensure that observation reports evidence specifically how candidates have met the assessment criteria. In order to support both observers and candidates a comprehensive observation report form should be used, which is linked to the Ofsted grading criteria and the assessment criteria of the qualification. There are some examples in the Forms Pack and a 'blank' pro-forma which centres can develop to ensure that all the assessment criteria is evidenced from the candidate. The forms pack is available from the City & Guilds website.

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

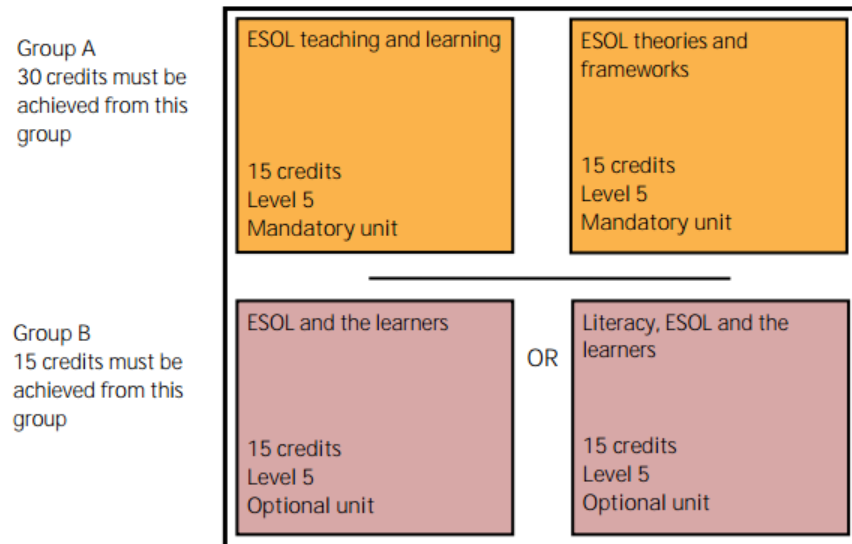
This unit will provide evidence in some form of written assignment to evidence the knowledge assessment criteria and will also provide some product evidence which will be lodged in the portfolio of teaching evidence.

The knowledge units should be assignment based, mandatory unit 502 and one unit from 503-504. In order to achieve those units, candidates must meet all the assessment criteria specifically.

## Level 5 Diploma in Teaching English: ESOL

### Level 5 Diploma in Teaching English: ESOL

45 credits



### Supporting information

In this qualification candidates will show the development of their knowledge, understanding and skills related to the teaching, learning and assessment of ESOL learners in education and training. Candidates will carry out investigations into teaching approaches and will analyse how personal, social and cultural factors influence ESOL learners' language acquisition and learning. Candidates will demonstrate that they can effectively plan and deliver literacy and language teaching and learning to meet the needs of ESOL learners. Candidates will carry out extensive research and analysis into all aspects of teaching ESOL learners and they will reflect on and evaluate their own practice. .

Evidence for this qualification must be drawn from an ESOL teaching environment, and when delivering teaching and learning, candidates must ensure that they comply with internal processes and external requirements. Simulation is not permitted.

### Assessment Guidance

In order to achieve this qualification, candidates must achieve two knowledge units and one practice unit. The practice unit in this qualification is unit 505 ESOL Teaching and Learning. Both practice and assessed observations of practice are located within unit 505.

In order to achieve unit 505, there is a requirement to evidence 50 hours of practice in an ESOL teaching and learning environment. Candidates must also evidence working both with groups of learners and with individual learners. Practice must be undertaken within at least two of the three levels of the ESOL curriculum – Entry Level and one other level (Level 1 or Level 2).

There must be a minimum of four observations totalling a minimum of four hours. Any single observation must be for a minimum of half an hour. All four observations must be in teaching and learning environments with an ESOL context. Assessed observations should include at least one ESOL observation at entry level. All observations of assessed practice must achieve the required standard of practice. At least two hours of observed and assessed practice in observations linked to the practice unit should demonstrate grade 2 characteristics. There is more information in Section 3 of this document 'Observed and Assessed Practice – Required Standard of Practice'.

There is no transfer of practice or assessed observations of practice allowed in this unit.

As it is now a requirement for observations of assessed practice to be graded in line with the Ofsted framework, centres are advised to ensure that observation reports evidence specifically how candidates have met the assessment criteria. In order to support both observers and candidates a comprehensive observation report form should be used, which is linked to the Ofsted grading criteria and the assessment criteria of the qualification. There are some examples in the Forms Pack and a 'blank' pro-forma which centres can develop to ensure that all the assessment criteria is evidenced from the candidate. The forms pack is available from the City & Guilds website.

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

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

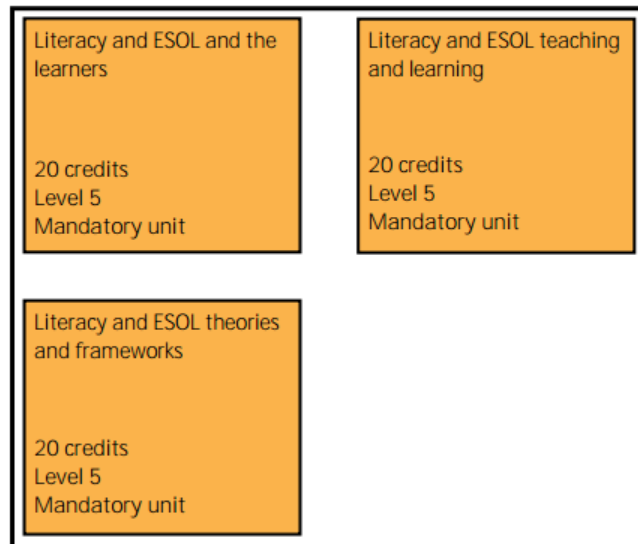
The knowledge units should be assignment based, mandatory unit 506 and one unit either 503 or 507. In order to achieve those units, candidates must meet all the assessment criteria specifically.

## Level 5 Diploma in Teaching English: Literacy and ESOL

### Level 5 Diploma in Teaching English: Literacy and ESOL

60 credits

Group A  
60 credits must be  
achieved from this  
group



### Supporting information

This is a qualification developed for teachers wishing to obtain a combined specialist diploma in Literacy and ESOL teaching. In this qualification candidates will show their understanding of the significance of language change and variety for literacy and ESOL learners, and the use of English as a medium for teaching and learning. Candidates will carry out extensive research and in depth analysis into these specialist areas. They will evidence that they are able to effectively plan literacy, ESOL and language teaching and learning and demonstrate their ability to use specialist approaches, methods, activities and resources to meet the individual needs of literacy and ESOL learners. Candidates are also required to reflect on and evaluate their own practice.

Evidence for this qualification must be drawn from a real literacy and ESOL teaching environment, and when delivering teaching and learning, candidates must ensure that they comply with internal processes and external requirements. Simulation is not permitted.

### Assessment Guidance

In order to achieve this qualification, candidates must achieve two knowledge units and one practice unit. All units are mandatory. The practice unit in this qualification is unit 508 Literacy, ESOL teaching and learning. Both practice and assessed observations of practice are located within unit 508.

In order to achieve this unit, there is a requirement to evidence 70 hours of practice in both literacy and ESOL teaching and learning environments. A minimum of 25 hours of the teaching practice hours should be in teaching and learning environments with a literacy context and a minimum of 25 hours should be in teaching and learning environments with an ESOL context. The remaining practice hours can be in either context. Candidates must also evidence working both with groups of learners and with individual learners. Practice must be undertaken within at least two of the three levels of the literacy and ESOL curricula – Entry Level and one other level (Level 1 or Level 2).

There must be a minimum of six observations totalling a minimum of six hours. Any single observation must be for a minimum of half an hour. All four observations must be in teaching and learning environments with a literacy and ESOL context. A minimum of two observations must be in a literacy context and a minimum of two in an ESOL context. Assessed observations should include at least

- A minimum of one literacy observation at Entry Level and a minimum of one at one other level (Level 1 or Level 2) AND
- A minimum of one ESOL observation at Entry Level and a minimum of one at one other level (Level 1 or Level 2).

The other two observations can be in either context at any level.

All observations of assessed practice must achieve the required standard of practice. At least three hours of observed and assessed practice in observations linked to the practice unit should demonstrate grade 2 characteristics with at least one hour in each specialism. There is more information in Section 3 of this document 'Observed and Assessed Practice – Required Standard of Practice'.

There is no transfer of practice or assessed observations of practice allowed in this unit.

As it is now a requirement for observations of assessed practice to be graded in line with the Ofsted framework, centres are advised to ensure that observation reports evidence specifically how candidates have met the assessment criteria. In order to support both observers and candidates a comprehensive observation report form should be used, which is linked to the Ofsted grading criteria and the assessment criteria of the qualification. There are some examples in the Forms Pack and a 'blank' pro-forma which centres can develop to ensure that all the assessment criteria is evidenced from the candidate. The forms pack is available from the City & Guilds website.

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

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

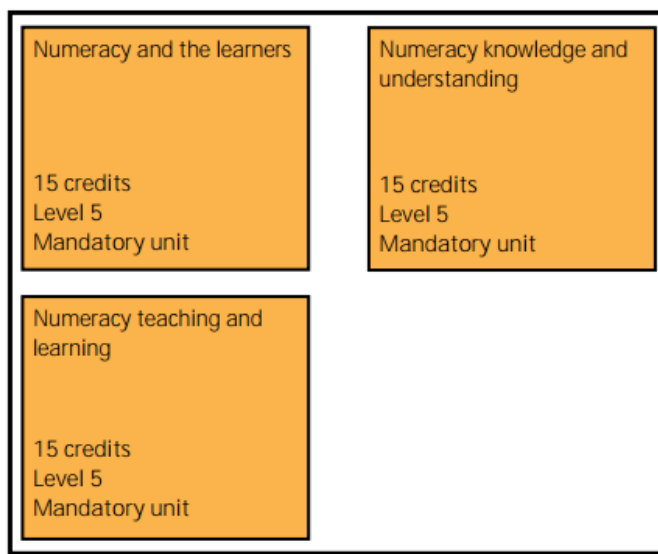
The knowledge units are both mandatory and should be assignment based, units 509 and 510. In order to achieve those units, candidates must meet all the assessment criteria specifically.

## Level 5 Diploma in Teaching Mathematics: Numeracy

### Level 5 Diploma in teaching Mathematics: Numeracy

45 mandatory credits

Group A  
45 credits must be  
achieved from this  
group



### Supporting information

In this qualification candidates will demonstrate their understanding of factors that influence the development and progression of numeracy learners. They will analyse the role of mathematics and numeracy within society and develop communication strategies and learning techniques to improve numeracy learning and problem solving. Candidates will demonstrate that they can effectively plan and deliver numeracy teaching and learning, maintaining a supportive, challenging and motivating numeracy-learning environment. Candidates will carry out extensive research and analysis into all aspects of numeracy teaching and they will reflect on and evaluate their own practice. .

Evidence for this qualification must be drawn from a numeracy teaching environment, and when delivering teaching and learning, candidates must ensure that they comply with internal processes and external requirements. Simulation is not permitted.

### Assessment Guidance

In order to achieve this qualification, candidates must achieve two knowledge units and one practice unit. All units are mandatory. The practice unit in this qualification is unit 511 Numeracy teaching and

learning. Both practice and assessed observations of practice are located within unit 511.

In order to achieve unit 511, there is a requirement to evidence 50 hours of practice in a Numeracy teaching and learning environment. Candidates must also evidence working both with groups of learners and with individual learners. Practice must be undertaken within at least two of the three levels of the numeracy curriculum – Entry Level and one other level (Level 1 or Level 2).

There must be a minimum of four observations totalling a minimum of four hours. Any single observation must be for a minimum of half an hour. All four observations must be in teaching and learning environments with a numeracy context. Assessed observations should include at least one numeracy observation at entry level. All observations of assessed practice must achieve the required standard of practice. At least two hours of observed and assessed practice in observations linked to the practice unit should demonstrate grade 2 characteristics. There is more information in Section 3 of this document 'Observed and Assessed Practice – Required Standard of Practice'.

There is no transfer of practice or assessed observations of practice allowed in this unit.

As it is now a requirement for observations of assessed practice to be graded in line with the Ofsted framework, centres are advised to ensure that observation reports evidence specifically how candidates have met the assessment criteria. In order to support both observers and candidates a comprehensive observation report form should be used, which is linked to the Ofsted grading criteria and the assessment criteria of the qualification. There are some examples in the Forms Pack and a 'blank' pro-forma which centres can develop to ensure that all the assessment criteria is evidenced from the candidate. The forms pack is available from the City & Guilds website.

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

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

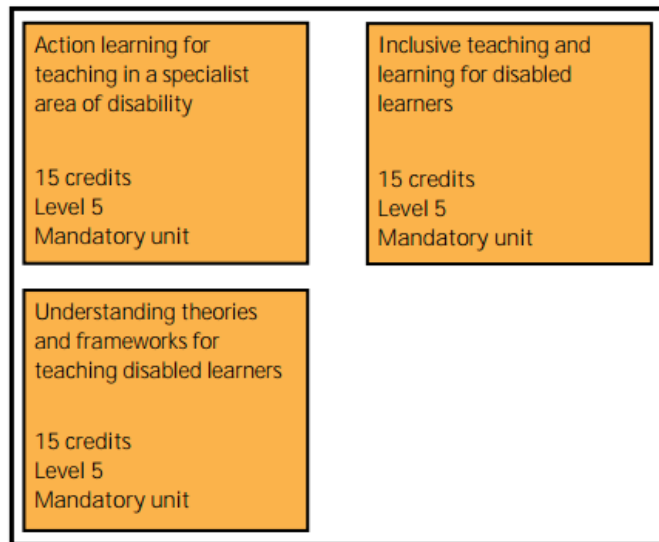
The knowledge units, units 512 and 513 should be assignment based. In order to achieve those units, candidates must meet all the assessment criteria specifically.

## Level 5 Diploma in Teaching Disabled Learners

### Level 5 Diploma in Teaching Disabled Learners

45 mandatory credits

Group A  
45 credits must be  
achieved from this  
group



### Supporting information

In this qualification candidates will demonstrate their understanding of the impact of a specific impairment on teaching and learning. They will analyse the factors influencing inclusive practice for disabled learners and how the social model of disability impacts on learning opportunities. Candidates will demonstrate that they can effectively plan and deliver inclusive teaching and learning for disabled learners and will carry out extensive research and analysis into specific disabilities. They will also reflect on and evaluate their own practice. .

Evidence for this qualification must be drawn from teaching and learning environments with disabled learners, and when delivering teaching and learning, candidates must ensure that they comply with internal processes and external requirements. Simulation is not permitted.

### Assessment Guidance

In order to achieve this qualification, candidates must achieve two knowledge units and one practice unit. All units are mandatory. The practice unit in this qualification is unit 514 Numeracy teaching and learning. Both practice and assessed observations of practice are located within unit 514.



In order to achieve unit 514, there is a requirement to evidence 50 hours of practice in a teaching and learning environment with disabled learners. Candidates must evidence working with groups of learners.

There must be a minimum of four observations totalling a minimum of four hours. Any single observation must be for a minimum of half an hour. All four observations must be in teaching and learning environments with disabled learners. All observations of assessed practice must achieve the required standard of practice. At least two hours of observed and assessed practice in observations linked to the practice unit should demonstrate grade 2 characteristics. There is more information in Section 3 of this document 'Observed and Assessed Practice – Required Standard of Practice'.

There is no transfer of practice or assessed observations of practice allowed in this unit.

As it is now a requirement for observations of assessed practice to be graded in line with the Ofsted framework, centres are advised to ensure that observation reports evidence specifically how candidates have met the assessment criteria. In order to support both observers and candidates a comprehensive observation report form should be used, which is linked to the Ofsted grading criteria and the assessment criteria of the qualification. There are some examples in the Forms Pack and a 'blank' pro-forma which centres can develop to ensure that all the assessment criteria is evidenced from the candidate. The forms pack is available from the City & Guilds website.

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

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

The knowledge units, units 515 and 516 should be assignment based. In order to achieve those units, candidates must meet all the assessment criteria specifically.



## 6 Units

### Availability of 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
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria.

<b>UAN:</b>	A/505/0771
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The unit aims to enable learners to provide inclusive literacy teaching and learning. Learners will consider how to plan and deliver inclusive literacy teaching and learning, how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes, and the use of specialist approaches and tools in the assessment of literacy and language learners. Learners will also evaluate and improve their literacy practice.

<b>Learning outcome</b>
The learner will:
1. understand the use of literacy and language teaching approaches and resources to meet the needs of individual literacy and language learners
<b>Assessment criteria</b>
The learner can:
1.1 analyse literacy teaching approaches and literacy resources, including technologies, for suitability in meeting individual learners' needs
1.2 analyse the impact of using technology on learner engagement, motivation and success in literacy teaching and learning.

<b>Learning outcome</b>
The learner will:
2. be able to plan inclusive literacy and language teaching and learning
<b>Assessment criteria</b>
The learner can:

2.1 plan literacy and language teaching and learning to meet the needs of individual literacy learners using: <ul style="list-style-type: none"> <li>• own specialist knowledge of language systems;</li> <li>• the results of specialist initial and diagnostic assessments; and</li> <li>• specialist curricula</li> </ul>
2.2 select literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners.

<b>Learning outcome</b>
The learner will: 3. be able to deliver inclusive literacy and language teaching and learning
<b>Assessment criteria</b>
The learner can: 3.1 use literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners 3.2 use specialist literacy and language approaches, methods, activities and resources to develop literacy learners in their: <ul style="list-style-type: none"> <li>• awareness of how language works;</li> <li>• basic literacy skills;</li> <li>• speaking and listening skills;</li> <li>• reading skills; and</li> <li>• writing skills.</li> </ul>

<b>Learning outcome</b>
The learner will: 4. be able to use specialist approaches and tools in the assessment of literacy and language learners
<b>Assessment criteria</b>
The learner can: 4.1 carry out specialist initial and diagnostic assessment to identify learners' existing literacy and literacy skills 4.2 use specialist approaches and tools to conduct literacy and language assessments of learning to meet the needs of individual learners 4.3 involve literacy learners in target setting and the processes of assessment 4.4 record relevant specialist assessment information to inform teaching and learning.

<b>Learning outcome</b>
The learner will: 5. be able to evaluate own practice in teaching literacy and language
<b>Assessment criteria</b>
The learner can: 5.1 reflect on own practice in teaching literacy and language drawing on:

- own research into specialist area;
- assessment data;
- feedback from learners; and
- feedback from colleagues

5.2 identify ways to improve own practice in teaching literacy and language.

## Unit 502

## Literacy theories and frameworks

<b>UAN:</b>	J/505/0773
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The 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.

<b>Learning outcome</b>
The learner will: 1. understand theories and principles relating to language acquisition and learning
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. understand theories and principles relating to literacy learning and development
<b>Assessment criteria</b>
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:

- text and discourse level;
- sentence and phrase level;
- word level; and
- phoneme level

3.4 use key discursal, grammatical, lexical and phonological terms accurately.

**Learning outcome**

The learner will:

4. understand the processes involved in the development of speaking, listening, reading and writing skills

**Assessment criteria**

The learner can:

4.1 analyse the processes involved in speaking and listening for 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.

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<b>UAN:</b>	Y/505/0776
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The 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.

<b>Learning outcome</b>
The learner will:
1. understand the significance of language change and variety for literacy and ESOL learners
<b>Assessment criteria</b>
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:
<ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul>
1.3 explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development.



<b>Learning outcome</b>
The learner will: 2. understand the relationship between language and social processes
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. understand factors that influence literacy, ESOL and language acquisition, learning and use
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 4. understand the use of assessment approaches to meet the needs of literacy and ESOL learners
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 5. understand how to promote learning and learner support within literacy and language teaching and learning
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
<p>The learner will:</p> <p>6. understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>6.1 identify literacy and language skills needed across contexts and subjects</p> <p>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.</p>

<b>UAN:</b>	L/505/0774
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The 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.

<b>Learning outcome</b>
The learner will:
1. understand the significance of language change and variety for literacy learners
<b>Assessment criteria</b>
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:
<ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul>
1.3 explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development.

<b>Learning outcome</b>
The learner will: 2. understand the relationship between language and social processes
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. understand factors that influence literacy and language acquisition, learning and use
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 4. understand the use of assessment approaches to meet the needs of literacy learners
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 5. understand how to promote learning and learner support within literacy and language teaching and learning
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
<p>The learner will:</p> <p>6. understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>6.1 identify literacy and language skills needed across contexts and subjects</p> <p>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.</p>

## Unit 505

## ESOL teaching and learning

<b>UAN:</b>	M/505/0783
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The unit aims to enable learners to provide inclusive ESOL teaching and learning. Learners will consider how to plan and deliver inclusive ESOL teaching and learning, how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes, and the use of specialist approaches and tools in the assessment of literacy and language learners. Learners will also evaluate and improve their ESOL practice.

<b>Learning outcome</b>
The learner will: 1. understand the use of literacy and language teaching approaches and resources to meet the needs of ESOL learners
<b>Assessment criteria</b>
The learner can: 1.1 analyse literacy teaching and learning approaches and resources, including technologies, for suitability in meeting ESOL learners' needs 1.2 analyse the impact of using technology on learner engagement, motivation and success in ESOL teaching and learning.

<b>Learning outcome</b>
The learner will: 2. be able to deliver inclusive literacy and language teaching and learning
<b>Assessment criteria</b>
The learner can:

2.1	adapt and use literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners
2.2	use specialist literacy and language approaches, methods, activities and resources to develop ESOL learners in their: <ul style="list-style-type: none"> <li>• awareness of how language works;</li> <li>• basic literacy;</li> <li>• speaking and listening skills;</li> <li>• reading skills; and</li> <li>• writing skills.</li> </ul>

<b>Learning outcome</b>
The learner will:
3. be able to plan inclusive literacy and language teaching and learning
<b>Assessment criteria</b>
The learner can:
3.1 plan literacy and language teaching and learning to meet the needs of individual ESOL learners using: <ul style="list-style-type: none"> <li>• own specialist knowledge of language systems;</li> <li>• the results of specialist initial and diagnostic assessments; and</li> <li>• specialist curricula</li> </ul>
3.2 select literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners.

<b>Learning outcome</b>
The learner will:
4. be able to use specialist approaches and tools in the assessment of literacy and language learners
<b>Assessment criteria</b>
The learner can:
4.1 identify the skills, knowledge and understanding that can be assessed in ESOL
4.2 select and use specialist approaches and tools to conduct fair and equitable literacy and language assessments of learning
4.3 involve ESOL learners in the processes of assessment
4.4 record relevant specialist assessment information to inform teaching and learning.

<b>Learning outcome</b>
The learner will:
5. be able to evaluate own practice in teaching literacy and language
<b>Assessment criteria</b>
The learner can:
5.1 reflect own practice in teaching literacy and language drawing on: <ul style="list-style-type: none"> <li>• own research into specialist area;</li> <li>• assessment data;</li> </ul>

- feedback from learners; and
- feedback from colleagues

5.2 identify ways to improve own practice in teaching literacy and language.



## Unit 506

## ESOL theories and frameworks

<b>UAN:</b>	A/505/0785
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The 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.

<b>Learning outcome</b>
The learner will: 1. understand theories and principles relating to language acquisition and learning
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. understand theories and principles relating to literacy learning and development
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. be able to analyse spoken and written language
<b>Assessment criteria</b>
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: <ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul> 3.5 analyse the impact of phonological features of spoken English on the communication of ESOL learners 3.6 use key discursal, grammatical, lexical and phonological terms accurately.

<b>Learning outcome</b>
The learner will: 4. understand the processes involved in the development of speaking, listening, reading and writing skills
<b>Assessment criteria</b>
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.

<b>UAN:</b>	F/505/0786
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The 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.

<b>Learning outcome</b>
The learner will:
1. understand the significance of language change and variety for ESOL learners
<b>Assessment criteria</b>
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:
<ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul>
1.3 explain ways in which language change and variety can have an impact on ESOL learners' literacy and language development.

<b>Learning outcome</b>
The learner will: 2. understand the relationship between language and social processes
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. understand factors that influence literacy and language acquisition, learning and use
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 4. understand the use of assessment approaches to meet the needs of ESOL learners
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 5. understand how to promote learning and learner support within literacy and language teaching and learning
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
<p>The learner will:</p> <p>6. understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>6.1 identify literacy and language skills needed across contexts and subjects</p> <p>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.</p>

<b>UAN:</b>	L/505/0788
<b>Level:</b>	5
<b>Credit value:</b>	20
<b>GLH:</b>	60
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The unit aims to enable learners to provide inclusive literacy and ESOL teaching and learning. Learners will consider how to plan and deliver inclusive literacy and ESOL teaching and learning, how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes, the use of specialist approaches and tools in the assessment of literacy and language learners and how to communicate effectively with literacy and ESOL learners. Learners will also evaluate and improve their ESOL practice.

<b>Learning outcome</b>
The learner will:
1. understand the use of literacy, ESOL and language teaching approaches and resources to meet the needs of literacy and ESOL learners
<b>Assessment criteria</b>
The learner can:
1.1 analyse literacy, ESOL and language teaching and learning approaches and resources, including technologies, for suitability in meeting individual literacy and ESOL learners' needs
1.2 analyse the impact of using technology on learner engagement, motivation and success in literacy, ESOL and language teaching and learning.

<b>Learning outcome</b>
The learner will:
2. be able to plan inclusive literacy, ESOL and language teaching and learning for literacy, ESOL and language learners

**Assessment criteria**

The learner can:

- 2.1 plan literacy, ESOL and language teaching and learning to meet the needs of individual learners using:
  - own specialist knowledge of language systems;
  - the results of specialist initial and diagnostic assessments; and
  - specialist curricula
- 2.2 select literacy, ESOL and language approaches, methods, activities and resources to meet the individual needs of literacy and ESOL learners.

**Learning outcome**

The learner will:

3. be able to deliver inclusive literacy, ESOL and language teaching and learning for literacy and ESOL learners

**Assessment criteria**

The learner can:

- 3.1 adapt and use literacy, ESOL and language approaches, methods, activities and resources to meet the individual needs of literacy and ESOL learners
- 3.2 use specialist literacy and language approaches, methods, activities and resources to develop literacy and ESOL learners in their:
  - awareness of how language works;
  - basic literacy skills;
  - speaking and listening skills;
  - reading skills; and
  - writing skills.

**Learning outcome**

The learner will:

4. be able to use specialist approaches and tools in the assessment of literacy, ESOL and language learners

**Assessment criteria**

The learner can:

- 4.1 carry out specialist initial and diagnostic assessment to identify learners' existing literacy, ESOL and language skills
- 4.2 use specialist approaches and tools to conduct literacy, ESOL and language assessments for learning fairly and equitably
- 4.3 involve literacy and ESOL learners in the processes of assessment
- 4.4 record relevant specialist assessment information to inform teaching and learning.

<b>Learning outcome</b>
The learner will: 5. be able to communicate effectively with literacy and ESOL learners
<b>Assessment criteria</b>
The learner can: 5.1 use metalanguage to meet the needs of learners 5.2 use strategies to check learners' understanding of language and concepts 5.3 use bilingual approaches and materials to meet the needs of ESOL learners 5.4 provide clear instructions to learners for literacy and language activities and assessments.

<b>Learning outcome</b>
The learner will: 6. be able to evaluate and improve own practice in teaching literacy, ESOL and language
<b>Assessment criteria</b>
The learner can: 6.1 reflect on own practice in teaching literacy, ESOL and language drawing on: <ul style="list-style-type: none"> <li>• own research into specialist area;</li> <li>• assessment data;</li> <li>• feedback from learners; and</li> <li>• feedback from colleagues</li> </ul> 6.2 identify ways to improve own practice in teaching literacy, ESOL and language.



<b>UAN:</b>	L/505/0791
<b>Level:</b>	5
<b>Credit value:</b>	20
<b>GLH:</b>	60
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will:
1. understand the significance of language change and variety for literacy and ESOL learners
<b>Assessment criteria</b>
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:
<ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul>
1.3 explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development.

<b>Learning outcome</b>
The learner will: 2. understand the relationship between language and social processes
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. understand factors that influence literacy and language acquisition, learning and use
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 4. understand the use of English as a medium for teaching and learning
<b>Assessment criteria</b>
The learner can: 4.1 explain the challenge for ESOL learners using English as a medium for learning 4.2 analyse the role of metalanguage in literacy and language teaching and learning.

<b>Learning outcome</b>
The learner will: 5. understand the use of assessment approaches to meet the needs of literacy and ESOL learners
<b>Assessment criteria</b>
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.

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

<b>Learning outcome</b>
The learner will: 7. understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes
<b>Assessment criteria</b>
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 include literacy and language in vocational and other subject areas.

<b>UAN:</b>	J/505/0790
<b>Level:</b>	5
<b>Credit value:</b>	20
<b>GLH:</b>	60
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The 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.

<b>Learning outcome</b>
The learner will:
1. understand theories and principles relating to language acquisition and learning
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. understand theories and principles relating to literacy learning and development
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. be able to analyse spoken and written language
<b>Assessment criteria</b>
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: <ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul> 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

<b>Learning outcome</b>
The learner will: 4. understand the processes involved in the development of speaking, listening, reading and writing skills of literacy and ESOL learners
<b>Assessment criteria</b>
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 511

## Numeracy teaching and learning

<b>UAN:</b>	M/505/0766
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in lifelong learning.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The unit aims to enable learners to provide inclusive numeracy teaching and learning. Learners will plan numeracy teaching and learning to meet learners' needs and curriculum requirements, create and maintain a supportive and challenging numeracy learning environment, use communication strategies and techniques within numeracy learning and assess learners' numeracy development. Learners will also evaluate their practice to improve their numeracy teaching.

<b>Learning outcome</b>
The learner will: 1. be able to plan inclusive numeracy teaching and learning
<b>Assessment criteria</b>
The learner can: 1.1 plan numeracy teaching and learning to meet the needs of numeracy learners and curriculum requirements using: <ul style="list-style-type: none"><li>• own specialist numeracy knowledge: and</li><li>• the results of numeracy initial and diagnostic assessment</li></ul> 1.2 select numeracy teaching approaches and resources to meet the individual needs of numeracy learners.

<b>Learning outcome</b>
The learner will: 2. be able to assess learners' numeracy knowledge, understanding and skills
<b>Assessment criteria</b>
The learner can: 2.1 carry out initial and diagnostic assessment to identify learners' existing mathematical and numeracy skills, knowledge, understanding and aspirations 2.2 involve learners in the processes of assessment and target setting 2.3 use numeracy assessment tools to measure the development of learners' numeracy skills 2.4 record numeracy assessment information in accordance with organisational systems.

<b>Learning outcome</b>
The learner will: 3. be able to deliver inclusive numeracy teaching and learning
<b>Assessment criteria</b>
The learner can: 3.1 maintain a supportive and challenging numeracy learning environment that motivates learners and meets their needs 3.2 use numeracy teaching approaches and resources to develop the numeracy skills of individual learners.

<b>Learning outcome</b>
The learner will: 4. be able to use communication strategies and techniques within numeracy learning
<b>Assessment criteria</b>
The learner can: 4.1 devise communication strategies to enable learners to develop numeracy language and vocabulary 4.2 use communication strategies to enable learners to develop numeracy language and vocabulary 4.3 use collaborative learning techniques to improve numeracy learning and problem solving 4.4 use communication strategies to develop the literacy and language skills needed by learners to develop their numeracy and problem solving skills

<b>Learning outcome</b>
The learner will: 5. be able to evaluate own practice in numeracy teaching
<b>Assessment criteria</b>
<p>The learner can:</p> <p>5.1 reflect on own practice in numeracy teaching, drawing on:</p> <ul style="list-style-type: none"> <li>• own research in numeracy teaching and learning;</li> <li>• learners' assessment data;</li> <li>• feedback from learners; and</li> <li>• feedback from colleagues</li> </ul> <p>5.2 identify ways to improve own practice in numeracy teaching.</p>



<b>UAN:</b>	K/505/0765
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in lifelong learning.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. understand the factors that influence the development and progression of numeracy learners
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. understand the use of assessment approaches to meet the needs of numeracy learners
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. understand the use of numeracy teaching approaches and resources to meet the needs of individual numeracy learners
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 4. understand how numeracy can impact on different contexts and subjects
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 5. be able to promote learning support and learner support within numeracy teaching and learning
<b>Assessment criteria</b>
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.

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

## Unit 513

## Numeracy knowledge and understanding

<b>UAN:</b>	H/505/0764
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in lifelong learning.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. understand fundamental attributes of mathematics and numeracy
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. understand the attributes of procedures within mathematics and numeracy
<b>Assessment criteria</b>
The learner can:

- 2.1 analyse the activities, processes and stages within mathematical problems and investigations
- 2.2 evaluate written, mental and diagrammatic mathematical strategies, analysing the associated metalanguage
- 2.3 analyse the use, interpretation and representation of data
- 2.4 evaluate the use of measurement systems within problem solving including:
  - definition;
  - conversion; and
  - 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:
  - popular views;
  - learner attitudes; and
  - trends in learner attainment.

## Unit 514

## Inclusive teaching and learning for disabled learners

<b>UAN:</b>	R/505/0758
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The unit aims to enable learners to provide inclusive teaching and learning for disabled learners. Learners will consider how to plan and deliver inclusive teaching and learning, how to work with others to promote the inclusion of disabled learners, and understand specialist areas of disability. Learners will also evaluate and improve their own practice.

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

<b>Learning outcome</b>
The learner will: 2. be able to plan inclusive teaching and learning for disabled learners
<b>Assessment criteria</b>
The learner can: 2.1 plan personalised programmes of learning to meet the individual learning and support needs of disabled learners 2.2 plan for learning opportunities in real life contexts 2.3 explain ways to use differentiated assessment approaches to support learning and measure achievement 2.4 identify ways to plan support activities with learning support practitioners.

<b>Learning outcome</b>
The learner will: 3. be able to use inclusive teaching and learning approaches to teach disabled learners
<b>Assessment criteria</b>
The learner can: 3.1 apply approaches, methods, activities and resources to meet the individual learning and support needs of disabled learners 3.2 adapt own communication to meet the individual learning needs and skills of disabled learners 3.3 apply differentiated assessment approaches that involve disabled learners 3.4 provide feedback to disabled learners that is motivating and meaningful for further learning.

<b>Learning outcome</b>
The learner will: 4. be able to evaluate and improve own practice in teaching disabled learners
<b>Assessment criteria</b>
The learner can: 4.1 reflect on own practice in teaching disabled learners drawing on: <ul style="list-style-type: none"> <li>• own research into specialist area;</li> <li>• assessment data;</li> <li>• feedback from learners; and</li> <li>• feedback from colleagues</li> </ul> 4.2 identify ways to improve own practice in teaching disabled learners.

<b>UAN:</b>	J/505/0756
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The unit aims to enable learners to understand and investigate a specific impairment and its impact on learning and teaching. Learners will investigate practice in an area of disability and apply this learning to their own practice.

<b>Learning outcome</b>
The learner will:
1. understand the impact of a specific impairment on teaching and learning
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will:
2. understand how to investigate effective practice in a specialist area of disability
<b>Assessment criteria</b>
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.



<b>Learning outcome</b>
The learner will: 3. be able to investigate practice in a specialist area of disability
<b>Assessment criteria</b>
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

<b>UAN:</b>	Y/505/0759
<b>Level:</b>	5
<b>Credit value:</b>	15
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	The unit aims to provide learners with an understanding of theories and frameworks relating to the learning and teaching of disabled young people and adults. Learners will consider factors that influence learning and learning provision including policy and regulatory frameworks.

<b>Learning outcome</b>
The learner will: 1. understand key theories and research which inform the teaching and learning of disabled young people and adults
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. understand factors influencing inclusive practice for disabled learners
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. understand the impact of policy and regulatory frameworks on provision for disabled young people and adults
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 4. understand factors that influence the curriculum for disabled young people and adults
<b>Assessment criteria</b>
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.

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

## Appendix 1      Unit distribution summary

The table on the next page shows the unit distribution across the suite of 6503 Level 5 Specialist teaching diplomas;

<b>UAN</b>	<b>6503 Unit number</b>	<b>Unit title</b>	<b>Credit</b>	<b>GLH</b>	<b>Level 5 Diploma in Teaching English: Literacy</b>	<b>Level 5 Diploma in Teaching English: ESOL</b>	<b>Level 5 Diploma in Teaching English: Literacy and ESOL</b>	<b>Level 5 Diploma in Teaching Mathematics: Numeracy</b>	<b>Level 5 Diploma in Teaching Disabled Learners</b>
A/505/0771	501	Literacy teaching and learning	15	40	M				
J/505/0773	502	Literacy theories and frameworks	15	40	M				
Y/505/0776	503	Literacy, ESOL and the learners	15	40	O	O			
L/505/0774	504	Literacy and the learners	15	40	O				
M/505/0783	505	ESOL teaching and learning	15	40		M			
A/505/0785	506	ESOL theories and frameworks	15	40		M			
F/505/0786	507	ESOL and the learners	15	40		O			
L/505/0788	508	Literacy and ESOL teaching and learning	20	60			M		
L/505/0791	509	Literacy and ESOL and the learners	20	60			M		
J/505/0790	510	Literacy and ESOL theories and frameworks	20	60			M		
M/505/0766	511	Numeracy teaching and learning	15	40				M	
K/505/0765	512	Numeracy and the learners	15	40				M	
H/505/0764	513	Numeracy knowledge and understanding	15	40				M	
R/505/0758	514	Inclusive teaching and learning for disabled learners	15	40					M
J/505/0756	515	Action learning for teaching in a specialist area of disability	15	40					M
Y/505/0759	516	Understanding theories and frameworks for teaching disabled learners	15	40					M

## **Appendix 2      2007 overarching professional standards for teachers, tutors and trainers in the lifelong learning sector**

### **Introduction**

The professional standards for teachers, tutors and trainers in the lifelong learning sector describe, in generic terms, the skills, knowledge and attributes required of those who perform the wide variety of teaching and training roles undertaken within the sector with learners and employers. Not all standards will necessarily relate to all teaching roles. Rather they supply the basis for the development of contextualised role specifications and units of assessment, which provide benchmarks for performances in practice of the variety of roles performed by teachers, trainers, tutors and lecturers within the lifelong learning sector. Together, these will identify the components of: the initial teaching award (Passport); qualifications leading to Qualified Teacher, Learning and Skills (QTLS) status; and other intermediate and advanced teaching qualifications.

These developments will be complemented by a new Continuing Professional Development (CPD) expectation of teachers and trainers of, at the very least, 30 hours per year. Leadership training will be based on new revised standards for leadership and management within the sector and principals' qualifications will be introduced. These activities will be supported by new Centres for Excellence in Teacher Training (CETTS) from April 2007.

### **Development of the standards-based qualifications framework**

Since April 2005, Lifelong Learning UK (LLUK) has conducted an extensive programme of consultation with the sector to develop, and ensure approval and ownership of, the standards.

This has included detailed discussion with representatives of SSCs, regulatory authorities, unions, awarding institutions and individual provider organisations. Following this iterative consultation, draft standards were published in March 2006 and made available on the LLUK website. Feedback received, at events and from advisory and development groups, resulted in a reshaping of the presentation of the standards.

Development of the standards represents a vital first step in the construction of a new framework of qualifications for teachers in the further education system. Following the requirements set out within *Equipping Our Teachers for the Future*, LLUK identified specifications, drawn from the overarching standards, for the types of teaching role

performed within the sector. These role specifications are expressed in terms of units of assessment, which clearly set out the learning outcomes and assessment criteria that teachers, tutors and trainers are expected to achieve. Units will be grouped together to make up the named qualifications for specific teacher roles, based on rules of combination determined by LLUK.

Some units within these qualifications will be mandatory and others optional, to allow for tailoring of qualifications to suit specific roles. It will be possible for mandatory units to be contextualised and for qualifications to contain specialist optional elements, so that the qualification will be generic to the sector, while maintaining relevance to a particular constituency or role. Units will be available as stand alone elements, elements within qualifications or, as required, for continuing professional development (CPD) purposes.

### **Identifying roles in the further education system**

The Learning and Skills sector is diverse, and encompasses both *teacher* roles and *teacher related roles*:

- *Teacher roles*: LLUK research has identified two distinct *teacher* roles in the sector beyond the 'Preparing to Teach' initial award: a role which contains limited teaching responsibilities and a role which represents the full range of responsibilities performed by those who are expected to attain the status of Qualified Teacher, Learning and Skills (QTLS). Qualifications for both distinct *teacher* roles will be in place from September 2007.
- *Teacher related roles*: examples of these include the role of professional assessor and a variety of teacher related roles, where elements of teaching are combined with elements of, for example, supporting other teachers and trainers through coaching, supporting learning, or management. In the future, as *teacher related roles* become more clearly defined, further qualifications appropriate to such roles will be introduced. 'Mini Awards' will also be developed as necessary, to recognise these kinds of specialist professional activity.



## Working within the Qualifications and Credit Framework (QCF)

*Equipping Our Teachers for the Future* requires LLUK to work within the emergent Qualifications and Credit Framework (QCF):

Looking ahead, we will ask LLUK to work with QCA on the creation of a qualifications framework for the sector that is unit and credit based. We want *the framework* to build to qualifications *for* teachers, trainers, managers and support staff across the sector and to facilitate progression and development for staff at all levels.

LLUK will ensure that this development articulates across the sector, and facilitates progression within and across sector boundaries. The new Teacher Qualifications Framework will provide opportunities for credit accumulation and transfer (CAT), which will ensure that prior qualifications and credit are appropriately recognised by awarding institutions operating within the sector. This will enhance access to teaching and progression opportunities for those who need to take a staged approach to their career development.

### **Please note:**

**Teacher** – The word teacher has been used as a generic term for teachers, tutors, trainers, lecturers and instructors in the Learning and Skills Sector.

**Area of Specialism** – This represents the professional, vocational or subject area in which the individual has been employed to teach.

## **New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector**

Teachers in the lifelong learning sector value all learners individually and equally. They are committed to lifelong learning and professional development and strive for continuous improvement through reflective practice. The key purpose of the teacher is to create effective and stimulating opportunities for learning through high quality teaching that enables the development and progression of all learners.

These are the overarching professional standards for all those who teach in the lifelong learning sector.

### **Domain A Professional values and practice**

### **Domain B Learning and teaching**

### **Domain C Specialist learning and teaching**

### **Domain D Planning for learning**

### **Domain E Assessment for learning**

### **Domain F Access and progression**

#### **Note:**

- S = Scope; K = Knowledge; P = Practice
- For the purposes of this document, the generic term 'teacher' refers to teachers, tutors, trainers, lecturers and instructors.
- For the purposes of this document the term 'area of specialism' represents the professional, vocational or subject area in which the individual has been employed to teach.

## Domain A: Professional values and practice

The practice of teaching is underpinned by a set of professional values that should be observed by all teachers, tutors and trainers in all settings. This domain sets the standards for these values and their associated commitments.

### PROFESSIONAL VALUES

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#### ***Teachers in the lifelong learning sector value:***

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AS 1 All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity and inclusion in relation to learners, the workforce, and the community.

AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

#### **They are committed to:**

AS 6 The application of agreed codes of practice and the maintenance of a safe environment.

AS 7 Improving the quality of their practice.

### PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

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#### ***Teachers in the lifelong learning sector know and understand***

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AK 1.1 What motivates learners to learn and the importance of learners' experience and aspirations.

AK 2.1 Ways in which learning has the potential to change lives.

AK 2.2 Ways in which learning promotes the emotional, intellectual, social and economic well-being of individuals and the population as a whole.

### PROFESSIONAL PRACTICE

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#### ***Teachers in the lifelong learning sector:***

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AP 1.1 Encourage the development and progression of all learners through recognising, valuing and responding to individual motivation, experience and aspirations.

AP 2.1 Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship.

AP 2.2 Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities.

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AK 3.1 Issues of equality, diversity and inclusion.	AP 3.1 Apply principles to evaluate and develop own practice in promoting equality and inclusive learning and engaging with diversity.
AK 4.1 Principles, frameworks and theories which underpin good practice in learning and teaching.	AP 4.1 Use relevant theories of learning to support the development of practice in learning and teaching.
AK 4.2 The impact of own practice on individuals and their learning.	AP 4.2 Reflect on and demonstrate commitment to improvement of own personal and teaching skills through regular evaluation and use of feedback.
AK 4.3 Ways to reflect, evaluate and use research to develop own practice, and to share good practice with others.	AP 4.3 Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of research.
AK 5.1 Ways to communicate and collaborate with colleagues and/or others to enhance learners' experience.	AP 5.1 Communicate and collaborate with colleagues and/or others, within and outside the organisation, to enhance learners' experience.
AK 5.2 The need for confidentiality, respect and trust in communicating with others about learners.	AP 5.2 Communicate information and feedback about learners to others with a legitimate interest, appropriately and in a manner which encourages trust between those communicating and respects confidentiality where necessary.
AK 6.1 Relevant statutory requirements and codes of practice.	AP 6.1 Conform to statutory requirements and apply codes of practice.
AK 6.2 Ways to apply relevant statutory requirements and the underpinning principles.	AP 6.2 Demonstrate good practice through maintaining a learning environment which conforms to statutory requirements and promotes equality, including appropriate consideration of the needs of children, young people and vulnerable adults.

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AK 7.1 Organisational systems and processes for recording learner information.	AP 7.1 Keep accurate records which contribute to organisational procedures.
AK 7.2 Own role in the quality cycle.	AP 7.2 Evaluate own contribution to the organisation's quality cycle.
AK 7.3 Ways to implement improvements based on feedback received.	AP 7.3 Use feedback to develop own practice within the organisation's systems.

## Domain B: Learning and teaching

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains.

### PROFESSIONAL VALUES

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#### ***Teachers in the lifelong learning sector value:***

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AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, it's potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.

AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

#### **They are committed to:**

BS 1 Maintaining an inclusive, equitable and motivating learning environment.

BS 2 Applying and developing own professional skills to enable learners to achieve their goals.

BS 3 Communicating effectively and appropriately with learners to enhance learning.

BS 4 Collaboration with colleagues to support the needs of learners.

BS 5 Using a range of learning resources to support learners.

### PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

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#### ***Teachers in the lifelong learning sector know and understand***

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BK 1.1 Ways to maintain a learning environment in which learners feel safe and supported.

BK 1.2 Ways to develop and manage behaviours which promote respect for and between others and create an equitable and inclusive learning environment.

### PROFESSIONAL PRACTICE

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#### ***Teachers in the lifelong learning sector:***

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BP 1.1 Establish a purposeful learning environment where learners feel safe, secure, confident and valued.

BP 1.2 Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging

BK 1.3 Ways of creating a motivating learning environment.	discriminatory behaviour and attitudes.  BP 1.3 Create a motivating environment which encourages learners to reflect on, evaluate and make decisions about their learning.
BK 2.1 Principles of learning and ways to provide learning activities to meet curriculum requirements and the needs of all learners.	BP 2.1 Provide learning activities which meet curriculum requirements and the needs of all learners.
BK 2.2 Ways to engage, motivate and encourage active participation of learners and learner independence.	BP 2.2 Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence.
BK 2.3 The relevance of learning approaches, preferences and skills to learner progress.	BP 2.3 Implement learning activities which develop the skills and approaches of all learners and promote learner autonomy.
BK 2.4 Flexible delivery of learning, including open and distance learning and on-line learning.	BP 2.4 Apply flexible and varied delivery methods as appropriate to teaching and learning practice.
BK 2.5 Ways of using learners' own experiences as a foundation for learning.	BP 2.5 Encourage learners to use their own life experiences as a foundation for their development.
BK 2.6 Ways to evaluate own practice in terms of efficiency and effectiveness.	BP 2.6 Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories.
BK 2.7 Ways in which mentoring and/or coaching can support the development of professional skills and knowledge.	BP 2.7 Use mentoring and/or coaching to support own and others' professional development, as appropriate.
BK 3.1 Effective and appropriate use of different forms of communication informed by relevant theories and principles.	BP 3.1 Communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new

BK 3.2 A range of listening and questioning techniques to support learning.	and emerging technologies to enhance learning.
BK 3.3 Ways to structure and present information and ideas clearly and effectively to learners.	BP 3.2 Use listening and questioning techniques appropriately and effectively in a range of learning contexts.
BK 3.4 Barriers and aids to effective communication.	BP 3.3 Structure and present information clearly and effectively.
BK 3.5 Systems for communication within own organisation.	BP 3.4 Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.
	BP 3.5 Identify and use appropriate organisational systems for communicating with learners and colleagues.
BK 4.1 Good practice in meeting the needs of learners in collaboration with colleagues.	BP 4.1 Collaborate with colleagues to encourage learner progress.
BK 5.1 The impact of resources on effective learning.	BP 5.1 Select and develop a range of effective resources, including appropriate use of new and emerging technologies.
BK 5.2 Ways to ensure that resources used are inclusive, promote equality and support diversity.	BP 5.2 Select, develop and evaluate resources to ensure they are inclusive, promote equality and engage with diversity.



## Domain C: Specialist learning and teaching

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains

### PROFESSIONAL VALUES

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#### ***Teachers in the lifelong learning sector value:***

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AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.

AS4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

#### **They are committed to:**

CS 1 Understanding and keeping up to date with current knowledge in respect of own specialist area.

CS 2 Enthusing and motivating learners in own specialist area.

CS 3 Fulfilling the statutory responsibilities associated with own specialist area of teaching.

CS 4 Developing good practice in teaching own specialist area.

### PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

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#### ***Teachers in the lifelong learning sector know and understand***

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CK 1.1 Own specialist area including current developments.

CK 1.2 Ways in which own specialism relates to the wider social, economic and environmental context.

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CK 2.1 Ways to convey enthusiasm for own specialist area to learners.

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### PROFESSIONAL PRACTICE

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#### ***Teachers in the lifelong learning sector:***

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CP 1.1 Ensure that knowledge of own specialist area is current and appropriate to the teaching context.

CP 1.2 Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.

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CP 2.1 Implement appropriate and innovative ways to enthuse

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	and motivate learners about own specialist area.
CK 3.1 Teaching and learning theories and strategies relevant to own specialist area.	CP 3.1 Apply appropriate strategies and theories of teaching and learning to own specialist area.
CK 3.2 Ways to identify individual learning needs and potential barriers to learning in own specialist area.	CP 3.2 Work with learners to address particular individual learning needs and overcome identified barriers to learning.
CK 3.3 The different ways in which language, literacy and numeracy skills are integral to learners' achievement in own specialist area.	CP 3.3 Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.
CK 3.4 The language, literacy and numeracy skills required to support own specialist teaching.	CP 3.4 Ensure own personal skills in literacy, language and numeracy are appropriate for the effective support of learners.
CK 3.5 Ways to support learners in the use of new and emerging technologies in own specialist area.	CP 3.5 Make appropriate use of, and promote the benefits of new and emerging technologies.
CK 4.1 Ways to keep up to date with developments in teaching in own specialist area.	CP 4.1 Access sources for professional development in own specialist area.
CK 4.2 Potential transferable skills and employment opportunities relating to own specialist area.	CP 4.2 Work with learners to identify the transferable skills they are developing, and how these might relate to employment opportunities.

## Domain D: Planning for learning

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains

### PROFESSIONAL VALUES

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#### ***Teachers in the lifelong learning sector value:***

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AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity and inclusion in relation to learners, the workforce, and the community.

AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

#### **They are committed to:**

DS 1 Planning to promote equality, support diversity and to meet the aims and learning needs of learners.

DS 2 Learner participation in the planning of learning.

DS 3 Evaluation of own effectiveness in planning learning.

### PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

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#### ***Teachers in the lifelong learning sector know and understand***

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DK 1.1 How to plan appropriate, effective, coherent and inclusive learning programmes that promote equality and engage with diversity.

DK 1.2 How to plan a teaching session.

DK 1.3 Strategies for flexibility in planning and delivery.

### PROFESSIONAL PRACTICE

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#### ***Teachers in the lifelong learning sector:***

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DP 1.1 Plan coherent and inclusive learning programmes that meet learners' needs and curriculum requirements, promote equality and engage with diversity effectively.

DP 1.2 Plan teaching sessions which meet the aims and needs of individual learners and groups, using a variety of resources, including new and emerging technologies.

DP 1.3 Prepare flexible session plans to adjust to the individual needs of learners.

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DK 2.1 The importance of including learners in the planning process.	DP 2.1 Plan for opportunities for learner feedback to inform planning and practice.
DK 2.2 Ways to negotiate appropriate individual goals with learners.	DP 2.2 Negotiate and record appropriate learning goals and strategies with learners.
DK 3.1 Ways to evaluate own role and performance in planning learning.	DP 3.1 Evaluate the success of planned learning activities.
DK 3.2 Ways to evaluate own role and performance as a member of a team in planning learning.	DP 3.2 Evaluate the effectiveness of own contributions to planning as a member of a team.

## Domain E: Assessment for learning

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains

### PROFESSIONAL VALUES

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#### ***Teachers in the lifelong learning sector value:***

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AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.

AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

#### **They are committed to:**

ES 1 Designing and using assessment as a tool for learning and progression.

ES 2 Assessing the work of learners in a fair and equitable manner.

ES 3 Learner involvement and shared responsibility in the assessment process.

ES 4 Using feedback as a tool for learning and progression.

ES 5 Working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress.

### PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

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#### ***Teachers in the lifelong learning sector know and understand***

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EK 1.1 Theories and principles of assessment and the application of different forms of assessment, including initial, formative and summative assessment in teaching and learning.

EK 1.2 Ways to devise, select, use and appraise assessment tools, including, where appropriate,

### PROFESSIONAL PRACTICE

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#### ***Teachers in the lifelong learning sector:***

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EP 1.1 Use appropriate forms of assessment and evaluate their effectiveness in producing information useful to the teacher and the learner.

EP 1.2 Devise, select, use and appraise assessment tools, including where appropriate,

those which exploit new and emerging technologies.	those which exploit new and emerging technologies.
EK 1.3 Ways to develop, establish and promote peer- and self-assessment.	EP 1.3 Develop, establish and promote peer- and self-assessment as a tool for learning and progression.
EK 2.1 Issues of equality and diversity in assessment.	EP 2.1 Apply appropriate methods of assessment fairly and effectively.
EK 2.2 Concepts of validity, reliability and sufficiency in assessment.	EP 2.2 Apply appropriate assessment methods to produce valid, reliable and sufficient evidence.
EK 2.3 The principles of assessment design in relation to own specialist area.	EP 2.3 Design appropriate assessment activities for own specialist area.
EK 2.4 How to work as part of a team to establish equitable assessment processes.	EP 2.4 Collaborate with others, as appropriate, to promote equity and consistency in assessment processes.
EK 3.1 Ways to establish learner involvement in and personal responsibility for assessment of their learning.	EP 3.1 Ensure that learners understand, are involved and share in responsibility for assessment of their learning.
EK 3.2 Ways to ensure access to assessment within a learning programme.	EP 3.2 Ensure that access to assessment is appropriate to learner need.
EK 4.1 The role of feedback and questioning in assessment for learning.	EP 4.1 Use assessment information to promote learning through questioning and constructive feedback, and involve learners in feedback activities.
EK 4.2 The role of feedback in effective evaluation and improvement of own assessment skills.	EP 4.2 Use feedback to evaluate and improve own skills in assessment.
EK 5.1 The role of assessment and associated organisational procedures in relation to the quality cycle.	EP 5.1 Contribute to the organisation's quality cycle by producing accurate and standardised assessment information, and keeping appropriate records of
EK 5.2 The assessment requirements of individual	

learning programmes and procedures for conducting and recording internal and/or external assessments.	assessment decisions and learners' progress.
EK 5.3 The necessary/appropriate assessment information to communicate to others who have a legitimate interest in learner achievement.	<p>EP 5.2 Conduct and record assessments which adhere to the particular requirements of individual learning programmes and, where appropriate, external bodies.</p> <p>EP 5.3 Communicate relevant assessment information to those with a legitimate interest in learner achievement, as necessary/appropriate.</p>

## Domain F: Access and progression

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains

### PROFESSIONAL VALUES

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#### ***Teachers in the lifelong learning sector value:***

---

AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.

AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

#### **They are committed to:**

FS 1 Encouraging learners to seek initial and further learning opportunities and to use services within the organisation.

FS 2 Providing support for learners within the boundaries of the teacher role.

FS 3 Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area.

FS 4 A multi-agency approach to supporting development and progression opportunities for learners.

### PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

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#### ***Teachers in the lifelong learning sector know and understand***

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FK 1.1 Sources of information, advice, guidance and support to which learners might be referred.

FK 1.2 Internal services which learners might access.

### PROFESSIONAL PRACTICE

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#### ***Teachers in the lifelong learning sector:***

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FP 1.1 Refer learners to information on potential current and future learning opportunities and appropriate specialist support services.

FP 1.2 Provide learners with appropriate information about the organisation and its facilities, and encourage learners to use the

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	organisation's services, as appropriate.
FK 2.1 Boundaries of own role in supporting learners.	FP 2.1 Provide effective learning support, within the boundaries of the teaching role.
FK 3.1 Progression and career opportunities within own specialist area.	FP 3.1 Provide general and current information about potential education, training and/or career opportunities in relation to own specialist area.
FK 4.1 Professional specialist services available to learners and how to access them.	FP 4.1 Provide general and current information about a range of relevant external services.
FK 4.2 Processes for liaison with colleagues and other professionals to provide effective guidance and support for learners.	FP 4.2 Work with colleagues to provide guidance and support for learners.



## Appendix 3 Relationships to other qualifications

### Links to other qualifications

These qualifications have connections to the:

- 9200 Professional recognition qualifications
- 6502 Level 5 generic Diploma in Education and Training

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

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 4 Sources of general information

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

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

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

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

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

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

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

The **centre homepage** section of the City & Guilds website also contains useful information 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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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

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

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## **About City & Guilds**

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

## **City & Guilds Group**

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

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