

# Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (6304)

April 2014 Version 1.3  
(August 2012)



## Qualifications at a glance

<b>Subject area</b>	<b>Teaching in the Lifelong Learning Sector</b>
<b>City &amp; Guilds number</b>	6304
<b>Age group approved</b>	19+
<b>Entry requirements</b>	There are no academic nationally agreed entry requirements although there is further information on page 32 of this qualification information pack. However, all trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and agree an action plan to address them. If joining the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed
<b>Assessment</b>	Portfolio of evidence. Exemplar assignments are provided in assessment packs for centres to use to evidence the knowledge required for specific units.
<b>Fast track</b>	Available for some pathways. Please see section 5 Centre requirements for further information.
<b>Support materials</b>	6304 Qualification information pack 6304 6305 Level 3 Assessment pack 6304 6305 Level 3 Answer material pack 6304 6305 Level 4 Assessment pack 6304 6305 Level 4 Answer material pack 6304 6305 Level 5 Assessment pack 6304 6305 Level 5 Answer material pack 6304 6305 Forms for centres pack  All documents are available to download from <b>www.cityandguilds.com</b> . The assessment and answer packs are password protected and approved centres / Quality Consultants can access the passwords via the Walled Garden/Online Catalogue.
<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 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units)	6304-01	600/5027/5
Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units)	6304-02	600/5027/5
Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units)	6304-04	600/5033/0
Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units)	6304-05	600/5033/0
Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units) (Unit route)	6304-91	600/5027/5
Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units)	6304-92	600/5027/5
Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS only units)(Unit route)	6304-94	600/5033/0
Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS and Learning and Development units)	6304-95	600/5033/0

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 August 2012	Units 450 & 451 added	<b>Level 4 Structure</b>
1.2 Nov 2013	Level 4 Units removed	<b>Level 3 Structure</b>
1.3 April 2014	Progression and Qualification aim sections updated	<b>Pages 8 &amp; 11</b>



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# 1 Introduction

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

Area	Description
Who are the qualifications for?	They are 'in service' qualifications designed for those working in teaching roles in the Further Education (FE) sector in England. It may be possible for <b>pre-service teachers</b> (defined as those who are not formally contracted as teachers) to also complete the CTLLS qualification. Learners in both categories must have access to 30 hours of teaching in a recognised lifelong learning context.
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment and/or career progression in the FE sector.
Are the qualifications part of a framework or initiative?	These qualifications have been designed to replace the QCF qualifications introduced in 2007. These qualifications also sit on the QCF and have been updated in order to respond to sector demands and to provide increased flexibility to respond to the changing demands of the FE sector.
Who did we develop the qualification with?	They were developed in association with the Learning and Skills Improvement Service
What opportunities for progression are there?	They allow learners within employment or to the following City & Guilds qualifications. ( <i>See page 7 for further information about progression</i> ): <ul style="list-style-type: none"><li>• Level 5 Diploma in Teaching in the Lifelong Learning Sector (6305)</li><li>• Learners can also complete a variety of units in the Teacher Education suite of qualifications at level 4 or 5 which will provide either progression or breadth to their qualifications</li></ul>

## 2 Type of Units

The rules of combination for these qualifications are based on units of three different types. The distinctions are based, in part, on the regulatory requirements of the QCF and in part on the priorities of LSIS. Each of the qualifications enables credits to be achieved through one or more of the following kinds of unit: mandatory units, restricted optional units and open optional units.

### Mandatory units

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

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

### Restricted optional units

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

In the rules of combination optional units are grouped. Choice in some of the groups is limited to ensure that required content is covered while still allowing a degree of flexibility in the choice of units for part of a specific qualification. In particular, restricted optional units are used to provide the opportunity to take units from the Assessment and Quality Assurance (6317) and the Learning and Development qualifications (6318). Restricted optional units therefore encourage movement between different teaching activity and context within the sector, while ensuring that essential skills and knowledge are covered within each qualification.

### Open optional units

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

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

There is one group of open optional units in each of these certificate qualifications – Group G in the Level 3 qualification (6304-03) and Group I in Level 4 (6304-04). A list of open optional units is provided in each Rule of Combination (RoC) in this document.

## **Progression**

Teaching qualifications for the FE sector were reviewed and updated as an integrated suite, with changes in one qualification being reflected in others. If QCF qualifications are achieved the units and credits will be recognised by City & Guilds.

## **CTLLS and DTLLS**

Having completed a Certificate qualification a teacher may then choose to undertake a DTLLS programme (6305). They may do this because they have changed their teaching role or because they may wish to do so in the future. There is no requirement for those who wish to enrol on the DTLLS programme to have completed the CTLLS qualification as the CTLLS qualifications were never designed as staging qualifications. As the mandatory and restricted optional units from these certificates are also included in DTLLS the credit will be able to be used towards achievement of the Diploma.

In QCF qualifications the twelve open optional credits will additionally contribute to the achievement of DTLLS.

However, moving from one qualification to another would not be easy without an agreement on the sequence of delivery. The QCF rules of combination do not require any particular sequence of unit delivery. Programme delivery may also be 'holistic' and may present barriers to movement from one programme to another. It is important that potential trainee teachers have access to the information they need to make choices about the qualifications they need to undertake.

## **DTLLS delivery**

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

It is required that the units included in the PTLLS awards should be delivered before other units in these certificate qualifications. This will allow those who have achieved a PTLLS Award to join the CTLLS programme at an appropriate point.

The units to be delivered first are specified for each qualification in the relevant section below

## **PTLLS credits**

Trainee teachers may join a certificate qualification programme if they already hold a PTLLS Award. City & Guilds recognises both the six (6) and twelve (12) credit PTLLS qualifications as meeting the same requirements. Therefore Recognition of Prior Learning will apply to the fullest extent between the two versions of the qualification when they progress to CTLLS.

This will also apply to progression to DTLLS. Trainee teachers will not be required to present new evidence during this process.

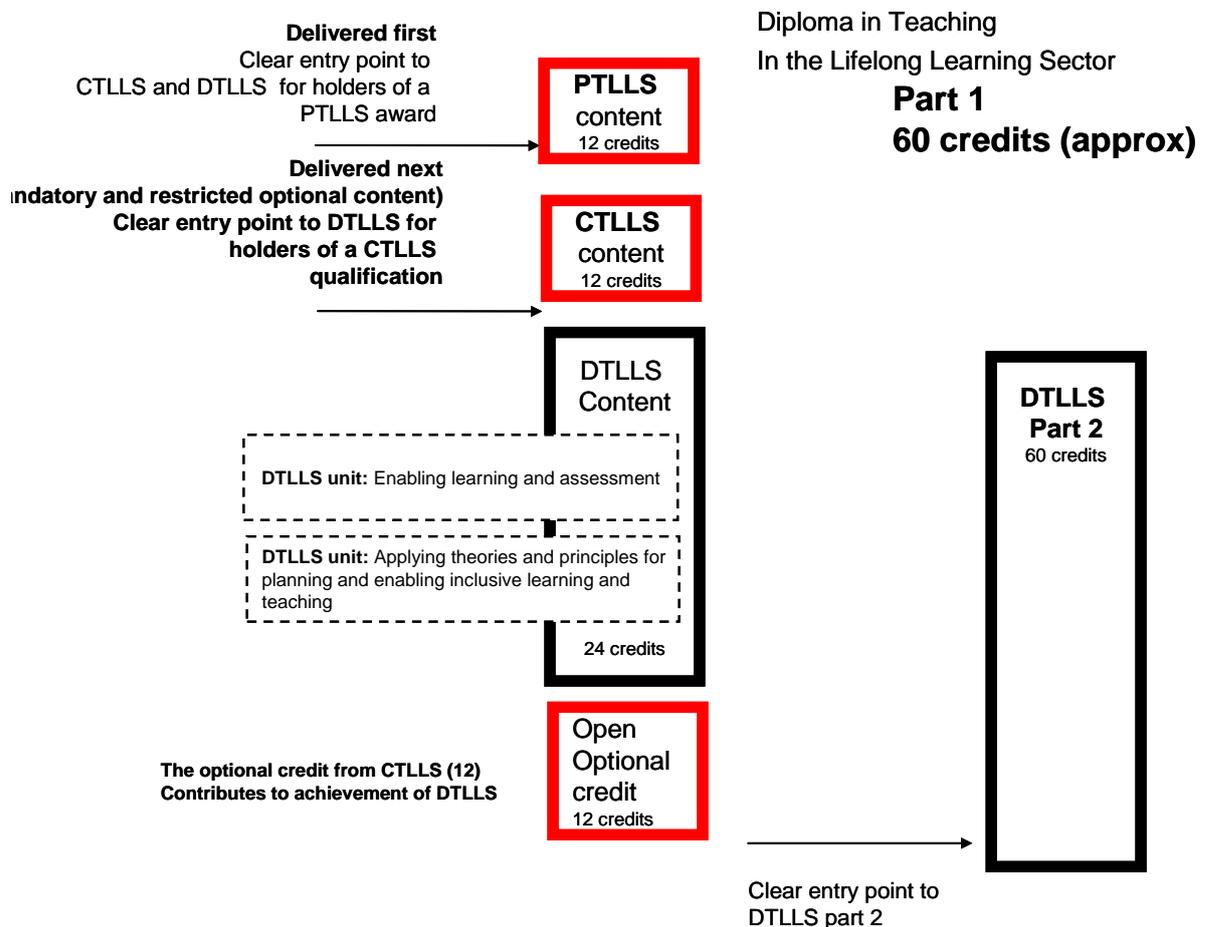
The mandatory and restricted optional credit in the CTLLS qualifications (24 credits) can be used towards achievement of the DTLLS qualification.

City and Guilds requires DTLLS programmes to deliver the content of these CTLLS units in sequence after PTLLS. This will allow those who have achieved a CTLLS Certificate to join the DTLLS programme at an appropriate point.

For qualifications developed in the QCF the twelve open optional credits from CTLLS will additionally contribute to the achievement of DTLLS.

Achievement of the Diploma in Teaching in the Lifelong Learning Sector permits a maximum of twelve (12) credits at Level 3. Those trainee teachers undertaking PTLLS and CTLLS qualifications should be made aware of this when deciding which level of qualification to undertake. They should also be made aware that it is difficult for many Higher Education Institutes (HEIs) to recognise credit at level 3.

### Credit transfer and recognition agreement



### **3 Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)**

#### **Qualification aim**

The Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) prepares trainee teachers for teaching in a wide range of contexts. A Certificate in Teaching in the Lifelong Learning Sector at level 4 is also available (please see page 13). The primary purpose and content of the two certificate qualifications is the same. Trainee teachers should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other teaching roles and qualifications. These certificate qualifications are not appropriate for teachers of literacy, numeracy and ESOL.

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

The Level 3 Certificate in Teaching in the Lifelong Learning Sector is 36 credits.

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

The Level 3 Certificate in Teaching in the Lifelong Learning Sector is 160 hours.

## Practice

There is a requirement for a minimum of 30 hours of teaching practice. There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken that specify that purpose. There are particular requirements for certain units in this qualification. These requirements are detailed below.

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

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

*(Please also see Teaching practice guidance section page 15 for further guidance).*

## Credit transfer and recognition

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

- Roles, responsibilities and relationships in lifelong learning (L3)
- Understanding inclusive learning and teaching in lifelong learning (L3)
- Using inclusive learning and teaching approaches in lifelong learning (L3)
- Facilitate learning and development for individuals (L3)
- Facilitate learning and development in groups (L3)
- Principles of assessment in lifelong learning (L3)
- Understanding the principles and practices of assessment (L3)

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

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

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

## Requirements for knowledge and understanding elements

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

- Unit 302 Delivering lifelong learning (L3)

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

- Unit 311 Planning to meet the needs of learners (L3)  
*OR*
- Unit 312 Identify individual learning and development needs (L3)

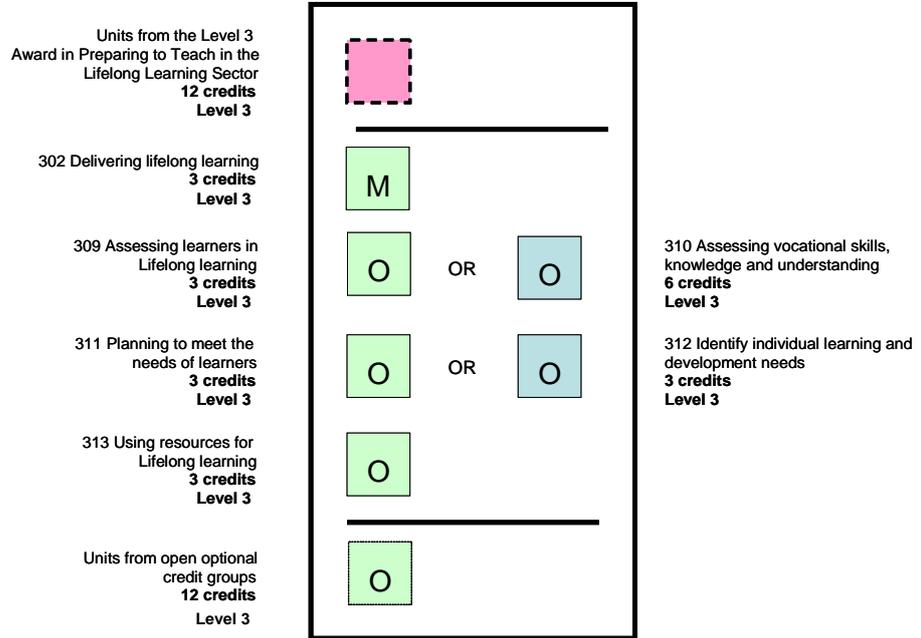
- Unit 313 Using resources for lifelong learning (L3)

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

# Qualification Structure at a glance

## Level 3 Certificate in Teaching in the Lifelong Learning Sector

36 credits



-  Award
-  Certificate
-  Unit from the Learning & Development qualifications
-  Qualification or group of units of assessment (dotted line)

## Structure

### Level 3 Certificate in Teaching in the Lifelong Learning Sector

**Total credit value of qualification:** 36 credits

**Credit value at Level 3 or above:** 36 credits

**Credit value of mandatory units:** 6 credits

**Credit value of optional units:** 30 credits

Learners must achieve:

- 6 credits from Group A,
- 6 credits from Group B,
- 3 credits from Group C,
- 3 credits from Group D,
- 3 credits from Group E,
- 3 credits from Group F
- 12 credits from Group G (optional units).

Unit No.	Unit title	Level	Credit Value	GLH	Assessment
<b>Group A</b>					
<i>Six (6) credits must be achieved from this group</i>					
<b>301</b>	Roles, responsibilities and relationships in lifelong learning	3	3	12	Assignment
<b>302</b>	Delivering lifelong learning	3	3	15	Portfolio
<b>Group B</b>					
<i>Six (6) credits must be achieved from this group</i>					
<b>303</b>	Understanding inclusive learning and teaching in lifelong learning	3	3	12	Assignment
<b>304</b>	Using inclusive learning and teaching approaches in lifelong learning	3	3	12	Portfolio
<b>305*</b>	Facilitate learning and development for individuals	3	6	25	Portfolio
<b>306*</b>	Facilitate learning and development in groups	3	6	25	Portfolio
<b>Group C</b>					
<i>Three (3) credits must be achieved from this group</i>					
<b>307</b>	Principles of assessment in lifelong learning	3	3	12	Assignment
<b>308*</b>	Understanding the principles and practices of assessment	3	3	24	Assignment

**Group D***Three (3) credits must be achieved from this group***(only 3 credits from Unit 310 will count towards the qualification)**

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

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

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

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

<b>313</b>	Using resources for lifelong learning	3	3	15	Portfolio
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**Group G***Twelve (12) credits must be achieved from this group*

<b>314†</b>	Assess occupational competence in the work environment	3	6	30	Portfolio
<b>315</b>	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	3	6	30	Portfolio
<b>316</b>	(The) Coaching and mentoring roles	3	6	30	Portfolio
<b>317*</b>	Engage in the learning and development process	3	6	30	Portfolio
<b>318*</b>	Engage with employers to develop and support learning provision	3	6	25	Portfolio
<b>319</b>	Equality and diversity	3	6	25	Assignment
<b>320</b>	Preparing for the coaching role	3	3	15	Assignment
<b>321</b>	Preparing for the mentoring role	3	3	15	Assignment
<b>322</b>	Provide information and advice to and employers	3	3	20	Portfolio
<b>323</b>	Quality procedures within the lifelong learning sector	3	6	25	Assignment

† = TAQA unit

\* = Learning and development unit

## Teaching practice guidance

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

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

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

- Unit 304 Using inclusive learning and teaching approaches in lifelong learning (L3)

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

For the following units there **is a requirement** for learners to undertake practice in a **learning and teaching environment**. This can be with individual learners, groups of learners or a combination of both:

- 302 Delivering lifelong learning (L3)
- 309 Assessing learners in lifelong learning (L3)
- 311 Planning to meet the needs of learners (L3)
- 313 Using resources for lifelong learning (L3)

**Note:** where trainee teachers are working solely with individuals a programme may also include support and preparation for working with groups when appropriate.

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

- Unit 305 Facilitate learning and development for individuals (L3)
- Unit 306 Facilitate learning and development in groups (L3)
- Unit 310 Assess vocational skills, knowledge and understanding (L3)
- Unit 312 Identify individual learning and development needs (L3)

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

- Unit 317 Engage learners in the learning and development process (L 3)
- Unit 318 Engage with employers to develop and support learning provision (L3)

### **Observed and assessed practice**

There must be a minimum of 3 observations totalling a minimum of 3 hours. (This excludes any observed practice or microteaching completed as part of a PTLLS award or microteaching observed as part of the CTLLS qualification). Any single observation must be a minimum of half an hour. These are minimum requirements whatever combination of units is undertaken by a learner to achieve the qualification.

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

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

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

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

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

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

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

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

- Unit 302 Delivering lifelong learning (L3)
- Unit 309 Assessing learners in lifelong learning (L3)
- Unit 311 Planning to meet the needs of learners (L3)
- Unit 313 Using resources for lifelong learning (L3)

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

- 305 Facilitate learning and development for individuals (L3)
- 306 Facilitate learning and development in groups (L3)
- 312 Identify individual learning and development needs (L3)

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

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:

6317-31/ 81 Level 3 Award in Assessing Competence in the Work Environment or

6317-33/83 Level 3 Certificate in Assessing Vocational Achievement, or  
A1 Assess learner performance using a range of methods, or  
D32 Assess learner performance and D33 Assess learners using differing  
sources of evidence; and

- show current evidence of continuing professional development in  
assessment and learning and development.

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

In the Level 3 Certificate in Teaching in the Lifelong Learning Sector there  
are a number of restricted optional units and open optional units.

Included as restricted optional units are:

- Unit 308 Understanding the principles and practices of assessment (L  
3)
- Unit 310 Assess vocational skills, knowledge and understanding (L3)

Included as open optional units are:

- Unit 314 Assess occupational competence in the work environment  
(L3)

If these units are delivered the assessment strategy of the associated  
qualifications from the Learning and Development Suite (6318) and (6317)  
Assessment and Quality Assurance must be adhered to.

## **4 Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)**

### **Qualification aim**

The Level 4 Certificate Teaching in the Lifelong Learning Sector prepares trainee teachers for teaching in a wide range of contexts. A Certificate in Teaching in the Lifelong Learning Sector at level 3 is also available (see page 8). The purpose and content of the two certificate qualifications is the same. Trainee teachers should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other teaching roles and qualifications.

These certificate qualifications are not appropriate for teachers of literacy, numeracy and ESOL.

## **Credit value of the qualification**

The Level 4 Certificate in Teaching in the Lifelong Learning Sector is 36 credits.

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

The Level 4 Certificate in Teaching in the Lifelong Learning Sector is 160 hours.

## **Practice**

There is a requirement for a minimum of 30 hours of teaching practice. There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken that specify that purpose. There are particular requirements for certain units in this qualification. These are detailed below.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards, and whilst teaching may not be of a nationally recognised programme, it must be a programme of study that sits within a formally quality assured framework. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

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

## **Credit transfer and recognition**

Any of the following units selected from the CTLLS Rules of Combination (RoC) must be delivered at the beginning of the programme:

- Unit 301/401 Roles, responsibilities and relationships in lifelong learning (Level 3 or level 4)
- Unit 303/403 Understanding inclusive learning and teaching in lifelong learning (Level 3 or level 4)
- Unit 304/404 Using inclusive learning and teaching approaches in lifelong learning (Level 3 or level 4)
- Unit 305 Facilitate learning and development for individuals (Level 3)
- Unit 306 Facilitate learning and development in groups (Level 3)
- Unit 429 Manage learning and development in groups (Level 4)
- Unit 307/407 Principles of assessment in lifelong learning (Level 3 or level 4)
- Unit 308 Understanding the principles and practices of assessment (Level 3)

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

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

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

### Requirements for knowledge and understanding elements

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

- Unit 302/402 Delivering lifelong learning (Level 3 or Level 4)

- Unit 309/409 Assessing learners in lifelong learning (Level 3 or Level 4)

OR

- Unit 310 Assess vocational skills, knowledge and understanding (Level 3)

- Unit 311/411 Planning to meet the needs of learners (Level 3 or Level 4)

OR

- Unit 312 Identify individual learning and development needs (Level 3)

- Unit 313/413 Using resources for lifelong learning (Level 3 or Level 4)

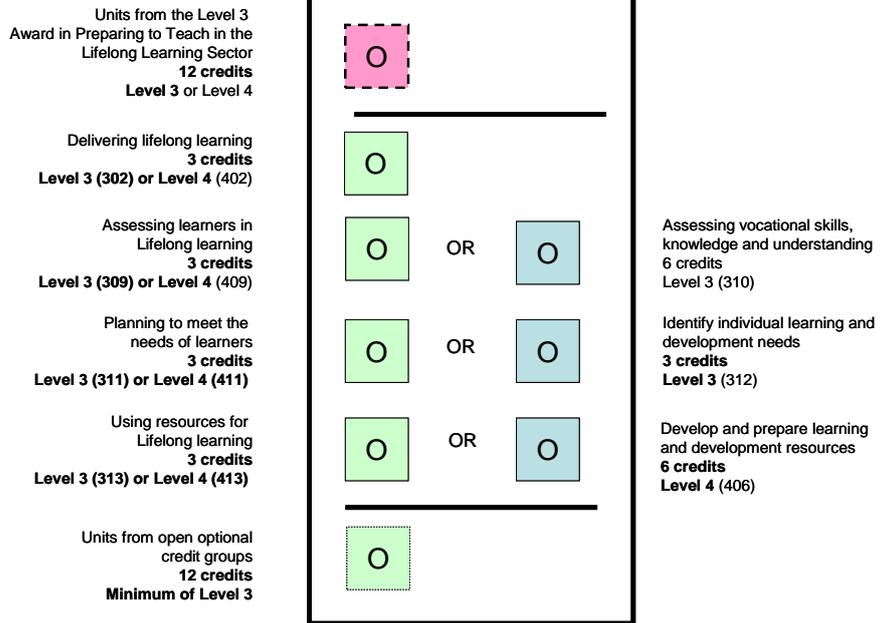
OR

- Unit 406 Develop and prepare resources for learning and development (Level 4)

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

# Qualification Structure at a glance

## Level 4 Certificate in Teaching in the Lifelong Learning Sector



-  Award
-  Certificate
-  Unit from the Learning & Development qualifications
-  Qualification or group of units of assessment (dotted line)

## Structure

### Level 4 Certificate in Teaching in the Lifelong Learning Sector

**Total credit value of qualification:** 36 credits

**Credit value at Level 4 or above:** 24 credits

**Credit value of optional units:** 36 credits

**Note:** There are no mandatory units within this qualification

Learners must achieve:

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

Unit No.	Unit title	Level	Credit Value	GLH	Assessment
<b>Group A</b>					
<i>Six (6) credits must be achieved from this group</i>					
301	Roles, responsibilities and relationships in lifelong learning	3	3	12	Assignment
401	Roles, responsibilities and relationships in lifelong learning	4	3	12	Assignment
<b>Group B</b>					
<i>Six (6) credits must be achieved from Group B or Group C</i>					
<i>Three (3) credits from sub group B1 and 3 credits from sub group B2</i>					
<b>Sub group B1</b>					
303	Understanding inclusive learning and teaching in lifelong learning	3	3	12	Assignment
403	Understanding inclusive learning and teaching in lifelong learning	4	3	12	Assignment
<b>Sub group B2</b>					
304	Using inclusive learning and teaching approaches in lifelong learning	3	3	12	Portfolio
404	Using inclusive learning and teaching approaches in lifelong learning	4	3	12	Portfolio
<b>Group C</b>					
<i>Six (6) credits must be achieved Group B or Group C</i>					
305*	Facilitate learning and development for individuals	3	6	25	Portfolio
306*	Facilitate learning and development in groups	3	6	25	Portfolio
429*	Manage learning and development in groups	4	6	30	Portfolio

<b>Group D</b>					
<i>Three (3) credits must be achieved from this group</i>					
<b>307</b>	Principles of assessment in lifelong learning	3	3	12	Assignment
<b>407</b>	Principles of assessment in lifelong learning	4	3	12	Assignment
<b>308*</b>	Understanding the principles and practices of assessment	3	3	24	Assignment
<b>Group E</b>					
<i>Three (3) credits must be achieved from this group</i>					
<b>302</b>	Delivering lifelong learning	3	3	15	Portfolio
<b>402</b>	Delivering lifelong learning	4	3	15	Portfolio
<b>Group F</b>					
<i>Three (3) credits must be achieved from this group</i>					
<b>(only 3 credits from Unit 310 will count towards the qualification)</b>					
<b>309</b>	Assessing learners in lifelong learning	3	3	15	Portfolio
<b>409</b>	Assessing learners in lifelong learning	4	3	15	Portfolio
<b>310*</b>	Assess vocational skills, knowledge and understanding	3	6	24	Portfolio
<b>Group G</b>					
<i>Three (3) credits must be achieved from this group</i>					
<b>311</b>	Planning to meet the needs of learners	3	3	15	Portfolio
<b>411</b>	Planning to meet the needs of learners	4	3	15	Portfolio
<b>312*</b>	Identify individual learning and development needs	3	3	24	Portfolio
<b>Group H</b>					
<i>Three (3) credits must be achieved from this group</i>					
<b>(only 3 credits from Unit 406 will count towards the qualification)</b>					
<b>313</b>	Using resources for lifelong learning	3	3	15	Portfolio
<b>413</b>	Using resources for lifelong learning	4	3	15	Portfolio
<b>406*</b>	Develop and prepare resources for learning and development	4	6	25	Portfolio
<b>Group I</b>					
<i>Twelve (12) credits must be achieved from this group</i>					
<b>314</b>	Assess occupational competence in the work environment	3	6	30	Portfolio
<b>315</b>	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	3	6	30	Portfolio
<b>316</b>	(The) Coaching and mentoring roles	3	6	30	Portfolio
<b>416</b>	(The) Coaching and mentoring roles	4	6	30	Portfolio

<b>408</b>	Develop learning and development programmes	4	6	30	Portfolio
<b>422</b>	Developing, using and organising resources within the lifelong learning sector	4	15	50	Portfolio
<b>522</b>	Developing, using and organising resources within the lifelong learning sector	5	15	50	Portfolio
<b>449</b>	Effective partnership working in the learning and teaching context	4	15	50	Assignment
<b>317</b>	Engage learners in the learning and development process	3	6	30	Portfolio
<b>318</b>	Engage with employers to develop and support learning provision	3	6	25	Portfolio
<b>418</b>	Engage with employers to facilitate workforce development	4	6	30	Assignment
<b>319</b>	Equality and diversity	3	6	25	Assignment
<b>419</b>	Equality and diversity	4	6	25	Assignment
<b>425</b>	Evaluating learning programmes	4	3	15	Assignment
<b>426</b>	Identify the learning needs of organisations	4	6	30	Portfolio
<b>427</b>	Inclusive practice	4	15	50	Assignment
<b>428†</b>	Internally assure the quality of assessment	4	6	45	Portfolio
<b>432</b>	(The) Lifelong learning sector	4	15	50	Assignment
<b>320</b>	Preparing for the coaching role	3	3	15	Assignment
<b>420</b>	Preparing for the coaching role	4	3	15	Assignment
<b>321</b>	Preparing for the mentoring role	3	3	15	Assignment
<b>421</b>	Preparing for the mentoring role	4	3	15	Assignment
<b>322</b>	Provide information and advice to learners and employers	3	3	20	Portfolio
<b>323</b>	Quality procedures within the lifelong learning sector	3	6	25	Assignment
<b>423</b>	Quality procedures within the lifelong learning sector	4	6	20	Assignment
<b>431</b>	Teaching in a specialist area	4	15	50	Assignment
<b>516</b>	Tutoring and course leadership in the lifelong learning sector	5	15	50	Portfolio

<b>436†</b>	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45	Portfolio
<b>433</b>	Understanding and managing behaviours in a learning environment	4	6	20	Portfolio
<b>434</b>	Understanding and managing behaviours in a learning environment	4	15	50	Portfolio
<b>437</b>	Using study skills approaches and techniques to enhance the learning of others	4	6	25	Portfolio
<b>438</b>	Working with individual learners	4	15	50	Portfolio
<b>439</b>	Working with individuals and small groups in a learning environment	4	9	30	Portfolio
<b>446</b>	Working with the 14-16 age range in the learning environment	4	9	30	Assignment
<b>546</b>	Working with the 14-16 age range in the learning environment	5	15	50	Portfolio
<b>450</b>	Specialist delivery techniques and activities	4	9	30	Portfolio
<b>451</b>	Principles and practice of lipreading teaching	4	12	48	Portfolio

† = TAQA unit

\* = Learning and development unit

## Teaching practice guidance

For the following units it **is a requirement** for learners to undertake practice in a **learning and teaching environment**. This can be with individual learners, groups of learners or a combination of both:

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

**Note:** where trainee teachers are working solely with individuals a programme may also include support and preparation for working with groups when appropriate.

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

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

For the following unit there **is no requirement** to undertake practice other than as microteaching for assessment purposes:

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

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

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

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

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

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

### **Observed and assessed practice**

There must be a minimum of 3 observations totalling a minimum of 3 hours. (This excludes any observed practice or microteaching completed as part of a PTLLS award or any microteaching completed as part of the CTLLS qualification). Any single observation must be a minimum of half an hour. These are minimum requirements whatever combination of units is undertaken by a learner to achieve the qualification.

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

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

For the following units there **is no requirement** to observe and assess practice in **a learning and teaching environment**. This will allow learners to start on programmes and achieve units without a practical teaching element. Awarding organisations may include a requirement in their qualification if they wish:

- 301/401 Roles, responsibilities and relationships in lifelong learning (L3 and 4)
- 303/403 Understanding inclusive learning and teaching in lifelong learning (L3 and 4)
- 307/407 Principles of assessment in lifelong learning (L3 and 4)
- 308 Understanding the principles and practices of assessment (L3)

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

- 304/404 Using inclusive learning and teaching approaches in lifelong learning (L3 and 4)

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

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

- 302/402 Delivering lifelong learning (Level 3 and Level 4)
- 309/409 Assessing learners in lifelong learning (Level 3 and Level 4)
- 311/411 Planning to meet the needs of learners (Level 3 and Level 4)
- 313/413 Using resources for lifelong learning (Level 3 and Level 4)

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

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

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

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

- show current evidence of continuing professional development in assessment and learning and development.

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

In the Level 4 Certificate in Teaching in the Lifelong Learning Sector there are a number of restricted optional units and open optional units.

Included as restricted optional units are:

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

Included as open optional units are:

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

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



## 5 Centre requirements

### Approval

If your Centre is approved to offer 7304 and wishes to offer only those programmes of study (6304-01, 04, 91 and 94) that cover content that directly replaces the content of 7304, you will receive automatic approval for the same level(s) as your 7304 approval.

If your centre wishes to offer the programmes of study that cover all of 6304 and has approval for 7304, 6317 or 6318, you will need to submit a fast-track approval form for 6304-02, 05, 92 and 95. Otherwise, you will need to use the standard Qualification Approval Process.

Centres may 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
- they have Direct Claims Status

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

### Centres not already offering City & Guilds qualifications

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

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

### Resource requirements

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

### Centre staffing

Members of staff delivering the 6304 CTLLS must hold a minimum of a level 4 teaching/training qualification. Core staff must also have experience of delivering and assessing teaching qualifications at level 3 or above for level 3 and level 4 or above for level 4. Staff without the required experience must follow an induction programme and work shadow a qualified/experienced member of the team until they have achieved the required qualifications and experience. Records must be maintained for external verification purposes. There should be a balance of staff who fulfil the qualification/experience

requirements to ensure a robust assessment and quality assurance system. All staff should also engage in on-going CPD activities.

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

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

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

### **Assessors and internal verifiers**

Assessors and verifier for all units must be experienced in the assessment and quality assurance process, and if new to either role, must be supported by qualified/experienced members of staff until they meet the requirements. For some of the units, centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications, or meet the relevant experience requirements outlined below:

#### **Assessors**

All those who assess these specified units must:

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

## Internal Quality Assurers

All those who quality assure these qualifications internally must:

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

## Continuing professional development (CPD)

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

## Learner entry requirements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT (see below – section 6).

It should also be noted that learners joining the programme should be qualified/experienced in the subject they intend to teach, and have access to 30 hours teaching practice in a real life teaching and learning situation. In addition, the nature of the qualification is such that learners should have the ability to manage the requirements of the level of the qualification they are taking, read and interpret written tasks, and write responses in a legible and understandable form. Learners will also need to be able to organise written information clearly and coherently.

There are no other nationally agreed entry requirements.

## Age restrictions

City & Guilds cannot accept any registrations for anyone under the age of 19, as these qualifications are not approved for under 19s.



## 6 Delivering the qualification

### Initial assessment and induction

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

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

For these qualifications it is also recommended that all trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. The initial assessment should be robust and identify development needs. Trainee teachers must be able to demonstrate adequate levels of written English appropriate to the level of qualification taken. Any development needs identified in the initial assessment should be recorded and an action plan agreed. For trainee teachers who join the programme having already completed a PTLLS award, their record of development needs and previous action plan should be revisited, reviewed and further developed

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

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

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

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



## Appendix 1 Sources of general information

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

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

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

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

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

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

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

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

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

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## Useful contacts

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

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## **About City & Guilds**

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

## **City & Guilds Group**

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

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