

Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled Learners) (6305-24/33)

July 2012 Version 1.0



Qualification at a glance

| | |
|---------------------------------------|---|
| Subject area | Teaching in the Lifelong Learning Sector |
| City & Guilds number | 6305 |
| Age group approved | 19+ |
| Entry requirements | None |
| Assessment | Portfolio of evidence. Exemplar assignments are provided in assessment packs for centres to use to evidence the knowledge required for specific units. |
| Fast track | Is not available. |
| Support materials | <p>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</p> <p>All documents are available to download from www.cityandguilds.com. The assessment and answer packs are password protected and approved centres / Quality Consultants can access the passwords via the Walled Garden/Online Catalogue.</p> |
| Registration and certification | Consult the Walled Garden/Online Catalogue for last dates |

| Title and level | City & Guilds number | Accreditation number |
|---|---------------------------------|-----------------------------|
| Level 5 Diploma in Teaching Disabled learners | 6305-24 | 600/5804/3 |
| Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled Learners) | 6305-33 | 600/5626/5 |



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1 Introduction

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

- **Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled Learners)**
- **Level 5 Diploma in Teaching Disabled Learners**

These qualifications have been developed for teachers working with disabled learners in discrete/targeted provision including teaching staff in specialist provision. Teachers in other contexts may also find them of value. In both qualifications there is a focus on theory and practice relating to all disabilities. Additionally, there is an opportunity to specialise in one area of disability. The units specific to teaching disabled learners are also available as open optional units in other Diploma teaching qualifications.

The Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled Learners) has been developed as a 'pathway' within the generic Diploma teaching qualification – the Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS). The DTLLS qualification is the recognised teaching qualification for teachers working in a full teaching role in the further education (FE) and skills sector in England. This pathway qualification provides the opportunity for a trainee teacher to gain the required teaching qualification but also undertake some of that training specific to the teaching of disabled learners. The qualifications that combine subject specific and generic training are commonly known as integrated qualifications. Integrated qualifications were first developed for teachers of English (literacy and ESOL) and Mathematics (numeracy). This qualification for teaching disabled learners is modelled on the structure of **partly integrated** qualifications.

The Level 5 Diploma in Teaching Disabled Learners is a stand alone qualification. It is modelled on the stand alone qualifications for teaching literacy, numeracy and ESOL.

It provides an accredited professional development opportunity for those teaching or intending to teach disabled learners in the further education and skills sector in England. Such a qualification has not been available nationally for many years and consultation has identified strong support for this.

However, it should be noted that this does not meet the generic teaching qualification requirement for working in FE in England and is not required by regulation or contract at this time.

| Area | Description |
|---|--|
| 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? | <p>They allow learners within employment or to the following City & Guilds qualifications. (See page 7 for further information about progression):</p> <ul style="list-style-type: none"> • Level 5 Diploma in Teaching in the Lifelong Learning Sector (6305) • 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 |

2 Types of Units

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

Mandatory units

As the QCF term implies, these are units that must be completed in order for the qualification to be achieved. There are far fewer mandatory units in the updated partly integrated qualifications compared to the diploma 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. The stand alone qualification for teaching disabled learners is made up entirely of mandatory units.

Restricted optional units

'Restricted' and 'open' are terms used by LSIS to draw a distinction between the ways that optional units are used in these qualifications. In the rules of combination for the partly integrated qualification 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 qualification. In particular, restricted optional units are used to provide the opportunity to take units from Learning and Development qualifications in the PTLLS element of these qualifications. Restricted options therefore encourage movement between different teaching activity and context within the sector, while ensuring that essential skills and knowledge are covered within each qualification.

Open optional units

In addition to the restricted options, the partly integrated qualification also offers 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 or 'niche' skills and knowledge to be recognised within a qualification. They are used to recognise achievements within the qualifications that go beyond the essential requirements of a qualification but enhance professional expertise in a particular area. There is one group of optional units in the partly integrated diploma qualification – Group F. A list of open optional units is provided in the RoC table in this document. The units themselves can be found in RITS and also the companion document: *Qualifications for teaching in the FE sector in England - All open optional units of assessment*.

Awarding organisations will use the complete RoC to develop their own qualifications. There is no requirement for them to offer all the open optional units in the RoC but they must offer sufficient to enable a learner to complete the qualification. LSIS expects that over time more units will be added to the open group of optional units to ensure the qualification is up to date and respond to changing demands on the sector. LSIS will work with partners to ensure a mechanism is developed for reviewing the open optional units and adding or removing them in a controlled way.

The open group of optional units contains units developed specifically for diploma teaching qualifications in 2007. Units are also included that have been developed for other qualifications, including those for learning and development. These are considered appropriate for the many related roles undertaken by teachers - particularly in work based learning (WBL) and adult and community learning (ACL).

Open optional units available in the RoC in September 2011

All units available in the current RoC and in RITS for the partly integrated qualification are listed in Group F. Units developed in 2007 have been updated and made compliant for the QCF. Units from the Learning and Development qualifications have also been included.

Open optional units available in the RoC in December 2011

Many units proposed as open optional units are still under consideration. Units from 2007 that are not currently in the RoC include those for technology. These have been delayed to give more time for consideration of the findings of the recent LLUK review and rapidly changing practice in this area. Units from other suites of qualifications include those from working with parents, family learning, careers and management qualifications. At this time LSIS is working with partners, as part of its on-going review of units, to agree which of these units should be included and of those which would need updating and making compliant with the QCF. LSIS will also consider if the development of new units would be of value at this time. LSIS expects to complete the open optional lists of units by December 2011. Awarding organisations will be notified of any additions to these open optional groups at that time.

Listing of open groups of optional units

The group of open optional units will be extensive when other units are added in December. LSIS plans to provide the list of units organised in a number of ways to assist in the selection of units by awarding organisations, centres and individuals. The open optional groups in the RoC tables are presented in alphabetical order for easy reference. To assist individuals in the selection of units, LSIS will also develop lists of the units by level and by theme/subject. These will be included in the companion document containing all open optional units of assessment to be re-issued in December.

Other credit

In addition to restricted and open optional units, the qualification also offers the opportunity to achieve credits through units that are included in the RoC as 'other' credit. These units are not listed. For this qualification LSIS has permitted units to be drawn from any sector though they must be at a minimum of Level 3. This gives the opportunity to use units that are related to subjects and areas of expertise teachers deliver in the further education. The ability to achieve a small proportion of credits through these 'unlisted' units is intended to encourage movement into the lifelong learning sector of those with skills developed in other contexts and sectors, particularly skills related to employment. This provides an opportunity to recognise the dual professionalism of teachers in the further education sector in England. Optional unit Group F (18 credits in total) specifies that up to six (6) of these can be through the use of other credits. However, all eighteen credits can be taken from those units listed in the group if an awarding organisation makes that opportunity available for centres.

2.1 Progression

Unqualified teachers of disabled learners in a full teaching role should enrol on the partly integrated Diploma qualification or a recognised equivalent where available. If they wish to take a PTLLS award as a first step, the content of those programmes is included in these diploma programmes and can be recognised. The structure of this qualification does not allow further mandatory or restricted optional credit to be recognised from holders of a CTLLS qualification. However, it is possible to use open optional credit from a CTLLS qualification towards the open optional credit requirement in these qualifications.

Although units and credits achieved in the QCF are recognised by all Ofqual recognised awarding organisations there is need for 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' providing further barriers to movement from one programme to another. An agreement is especially important if a trainee teacher wishes to move from a qualification programme in the QCF to a qualification in the Framework for Higher Education Qualifications (FHEQ). Recognised equivalent qualifications developed by HEIs do not have to follow the QCF structures and can vary significantly from one HEI to another. Level is an additional factor in recognising credit in HEI programmes.

Credit transfer and recognition agreement

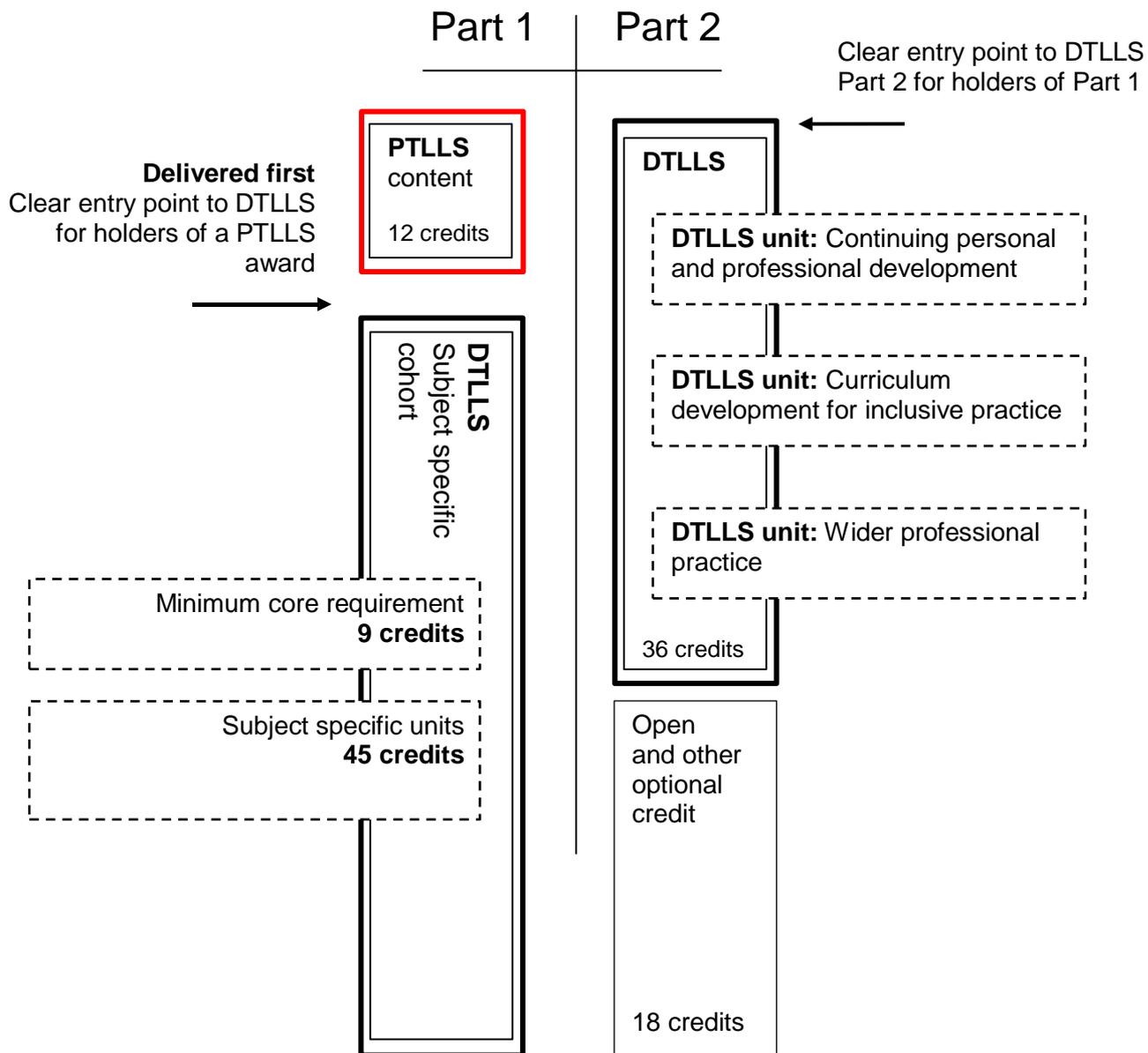
The LLUK review of teaching qualifications identified continuing support for the 2007 credit transfer and recognition agreement between awarding organisations and higher education institutions. This agreement attempts to ease movement between programmes by establishing an overall sequence of delivery for this suite of qualifications and providing three clear points of entry to DTLLS programmes. The sequence includes whole and part qualifications. Not all the difficulties associated with the recognition of credit can be overcome by the agreement. It is important that potential trainee teachers have access to the information they need to make choices about the qualifications they need to undertake. Some of the important information is detailed here in relation to the partly integrated qualification:

- LSIS requires the DTLLS qualification to be delivered in two parts of approximately sixty credits each. In this partly integrated qualification for teaching disabled learners the first part is sixty six (66) credits to ensure coverage of the minimum core of literacy, language, numeracy and ICT (see below for further information on the minimum core). The mandatory and restricted optional units are assigned to one of the parts and must not be delivered in the other. The PTLLS element and the subject specific units 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.

- In the partly integrated qualification trainees move from a subject specific Part 1 to a generic cohort in Part 2. They can do this within the same programme or change to another awarding organisation or HEI programme. Although a trainee would only require fifty four (54) credits in part two of the programme it is recognised that this may not be possible when moving programmes and they may be required to complete sixty credits. It should be remembered that the 120 credit value of these qualifications is the minimum requirement for achievement of this qualification. More credit than this can be achieved.
- LSIS requires the units included in the PTLLS awards to be delivered before other units in the qualification. This will allow those who have achieved a PTLLS Award to join the Diploma programme at an appropriate point. The units to be delivered first are specified below
- Trainee teachers may join a partly integrated Diploma qualification programme already holding a PTLLS Award. LSIS recognises 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 learners progress to DTLLS. Learners should not be required to present new evidence during this process. Ofqual have confirmed their agreement to this approach
- The mandatory and restricted optional credit in the CTLLS qualifications other than PTLLS units (12 credits) cannot be used towards achievement of these qualifications. The content of these units is considered to be covered in the subject specific units. Therefore there is no second point of entry for holders of a CTLLS qualification
- For holders of a CTLLS qualification the twelve open optional credits from a CTLLS qualification could contribute to the achievement of a partly integrated qualification. For qualifications developed in the QCF they can be accepted as long as the level of the credit permits a candidate to meet the RoC (see the next bullet point below). Recognising this credit is not part of the credit transfer and recognition agreement. HEIs are encouraged to support this recognition where possible.
- Achievement of these qualifications permits a maximum of twelve (12) credits at level 3. Those trainee teachers wishing to undertake PTLLS and CTLLS qualifications should be made aware of this when deciding which level of qualification to undertake. They should also be aware that there are three mandatory units at Level 3 in this partly integrated qualification - with a combined credit value of nine (9). These relate to the minimum core. This reduces how much level 3 credit can be recognised from a PTLLS and CTLLS. If a trainee has taken a PTLLS qualification at Level 4 they could take optional units up to a value of three credits at Level 3 if these are available. Trainee teachers should also be aware that it is difficult for many HEIs to recognise credit at level 3.

Information on the credit transfer and recognition agreement is included in each of the LSIS qualification guidance documents as appropriate.

Credit transfer and recognition agreement



Preparing to Teach in the Lifelong Learning Sector (PTLLS)

The majority of teachers in a full teaching role are unlikely to undertake a discrete PTLLS as a way to achieve their threshold licence to practise. Those registering on QCF integrated qualifications will take the PTLLS requirement as the first unit of the 120 credit diploma programmes. Although it would be possible for a qualification to be awarded when this is achieved, it is more likely that there will be some recognition of credit without the need for the award of a qualification. Those undertaking Certificate in Education (Cert Ed) or Post Graduate (or Professional Graduate) Certificate in Education (PGCE) programmes would most likely cover the PTLLS requirement within a larger module of learning at the start of their programme.

LSIS does not consider there is a need to develop a contextualised PTLLS award for teaching disabled learners at this time. Those offering the PTLLS awards may contextualise them to any subject or context if that is considered valuable. Within this partly integrated diploma qualification it is likely this element of the programme will be contextualised for teaching disabled learners.

3 Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled Learners)

Qualification aim

This qualification is a 'pathway' within the Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) qualification for teachers of disabled learners. In this partly integrated qualification the first 60 credits is contextualised for teaching disabled learners. Part 1 must be delivered to a cohort of teachers or intending teachers of disabled learners. In the second part of the qualification the trainee teachers will join with teachers of other areas of learning on generic programmes. The qualification has been designed in this way to avoid over specialisation in initial training and to provide the opportunity to meet with the broader community of practice. However, in the generic second part of the qualification there can be further opportunities to specialise if there are appropriate optional units available.

This qualification is appropriate for:

Unqualified teachers - teachers who do not hold a recognised generic teaching qualification and are teaching or wish to teach disabled learners

Individuals intending to teach in the further education sector for the first time -who do not hold a recognised generic teaching qualification and wish to train to teach disabled learners in particular.

Level 5 is the minimum level for this qualification. HEIs and awarding organisations may wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Candidates should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

Purpose

This Diploma qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. It is the required qualification for those teaching in a full teaching role and covered by regulation or contractual requirement.

Credit value of the qualification

Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled Learners) is 120 credits.

Guided Learning hours for the qualification

Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled Learners) is 360 hours.

Practice

There is a requirement for a minimum of 100 hours of practice. This has been reduced from the previous requirement for 150 hours. This is to support access to the qualifications for those with only a limited amount of practice available to them. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. All practice in Part 1 (50 hours) should be in learning and teaching environments with disabled learners. There is a requirement to evidence working with groups of learners to achieve this qualification though parts of the qualification allow for working solely with individuals. There are particular requirements for certain units in the PTLLS element of this qualification. The requirements are detailed below.

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

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

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

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 and Level 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 and Level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)
- Unit 324 - Applying knowledge of ICT for learning and teaching (Level 3)
- Unit 326 - Applying knowledge of numeracy for learning and teaching (Level 3)
- Unit 325 - Applying knowledge of literacy and language for learning and teaching (Level 3)
- Unit 501 - Action learning for teaching in a specialist area of disability (Level 5)
- Unit 517 - Understanding theories and frameworks for teaching disabled learners (Level 5)

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

- Unit 304/404 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

This will allow candidates 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.

The following units require candidates to undertake practice. This must include working with groups of learners.

- Unit 511 - Inclusive learning and teaching for disabled learners (Level 5) (specialist context)
- Unit 505 - Continuing personal and professional development (Level 5)
- Unit 506 - Curriculum development for inclusive practice (Level 5)
- Unit 518 - Wider professional practice (Level 5)

The following units require candidates 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 (Level 3)
- Unit 306 - Facilitate learning and development in groups (Level 3)
- Unit 429 - Manage learning and development in groups (Level 4)

Other units from the qualifications for learning and development are available as open optional units. These also require candidates to undertake practice in a work environment.

- Unit 408 - Develop learning and development programmes (Level 4)
- Unit 317 - Engage learners in the learning and development process (Level 3)
- Unit 318 - Engage with employers to develop and support learning provision (Level 3)
- Unit 418 - Engage with employers to facilitate workforce development (Level 4)
- Unit 426 - Identify the learning needs of organisations (Level 4)
- Unit 428 - Internally assure the quality of assessment (Level 4)

Observed and assessed practice

There must be a minimum of eight (8) observations totalling a minimum of eight (8) hours. (This excludes any observed practice completed as part of a PTLLS award). Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. These are minimum requirements whatever combination of units is undertaken by a candidate to achieve the qualification. In Part 1 there must be a minimum of four (4) observations totalling a minimum of four (4) hours. All four must be in learning and teaching environments with disabled learners.

Observations can be formative or summative. LSIS recognises the importance of feedback for the development of teachers in initial training. The awarding organisation will decide the sufficiency of evidence required make a judgment about the standard of practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish. There are particular requirements for certain units and these are detailed below.

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 teaching and learning environment. This will allow candidates to start on programmes and achieve units without a practical teaching element. Awarding organisations may include a requirement in their qualification if they wish.

- Unit 301/401 - Roles, responsibilities and relationships in lifelong learning (Level 3 and 4)
- Unit 303/403 - Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Unit 307/407 - Principles of assessment in lifelong learning (Level 3 and Level 4)
- Unit 308 - Understanding the principles and practices of assessment (Level 3)
- Unit 324 - Applying knowledge of ICT for learning and teaching (Level 3)
- Unit 326 - Applying knowledge of numeracy for learning and teaching (Level 3)
- Unit 325 - Applying knowledge of literacy and language for learning and teaching (Level 3)

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

- Unit 304 - Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

Each candidate 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, candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates.

The following units require the practice of candidates to be observed and assessed in a teaching and learning environment. Observations can be formative and summative.

- Unit 511 - Inclusive learning and teaching for disabled learners (Level 5) (specialist context)
- Unit 505 - Continuing personal and professional development (Level 5)
- Unit 506 - Curriculum development for inclusive practice (Level 5)
- Unit 518 - Wider professional practice (Level 5)

The following units assess occupational competence and require candidates to be assessed in a work environment. Practice assessed should be in the appropriate context – either with individual learners or groups of learners.

- 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 312 - Identify individual learning and development needs (Level 3)
- Unit 406 - Develop and prepare learning and development resources (Level 4)

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:
 - a) the Level 3 Award in Assessing Competence in the Work Environment or
 - b) the Level 3 Certificate in Assessing Vocational Achievement, or
 - c) A1 Assess candidate performance using a range of methods, or
 - d) D32 Assess candidate performance and D33 Assess candidates 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

Many of the units in this suite of qualifications are available in the Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled Learners)
Included as restricted optional units are:

- Unit 308 - Understanding the principles and practices of assessment (Level 3)

Included as open optional units are

- Unit 314 - Assess occupational competence in the work environment (Level 3)
- Unit 436 - Understanding the principles and practices of internally assuring the quality of assessment (Level 4)
- Unit 428 - Internally assure the quality of assessment (Level 4)

If these units are delivered the assessment strategy of the associated qualifications from the learning and development suite must be adhered to. This can be found in Appendix 1 of this document.

Credit transfer and recognition

Any of the following units selected from the DTLLS 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 these partly integrated qualifications 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 the teaching qualifications. Details can be found in the document:

- **Addressing Literacy, Language, Numeracy and ICT needs in education and training:** Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes (LLUK 2007)

Requirements for knowledge and understanding elements

All elements must be covered and assessed in Part 1 of this qualification. Assessment of this knowledge and understanding should be at a minimum of Level 3. Examples of extent of coverage are provided in the document as guidance only. The literacy, language, numeracy and ICT requirements will be covered in three specific units:

- Unit 324 - Applying knowledge of ICT for learning and teaching (Level 3)
- Unit 326 - Applying knowledge of numeracy for learning and teaching (Level 3)
- Unit 325 - Applying knowledge of literacy and language for learning and teaching (Level 3)

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.

Requirements for personal skills in English, mathematics and ICT elements

There is no requirement for summative assessment of the literacy, numeracy and ICT personal skills minimum core elements in this qualification. Teachers will need to evidence these skills at a minimum of Level 2 when they seek QTLS or ATLS status. Trainee teachers should undertake an initial assessment of skills in literacy, language, numeracy and ICT. If they join the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed. Using the results of these assessments programmes should provide the opportunity to develop their skills informed by the appropriate minimum core elements.

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

Structure

To be awarded this qualification the learner must achieve a total of 120 credits.

81 credits must be at level 5 or above

A maximum of 12 credits at level 3 permitted

- 90 credits from Group A
- 3 credits from Group B
- 6 credits from Group C or Group D
- 3 credits from Group E
- 18 credits from Group F

| Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled learners) | | | | | |
|--|---|--------------------|---------------------|------------|-------------------|
| Total credit value of qualification: 120 credits | | | | | |
| Credit value at Level 5 or above | | Minimum 81 credits | | | |
| Credit value at Level 3 | | Maximum 12 credits | | | |
| Credit value of mandatory units | | 90 credits | | | |
| Credit value of optional units | | 33 credits | | | |
| Unit no. | Unit title | Level | Credit value | GLH | Assessment |
| Group A | | | | | |
| Ninety (90) credits must be achieved from this group | | | | | |
| 505 | Continuing personal and professional development: Disabled learners | 5 | 12 | 30 | Portfolio |
| 506 | Curriculum development for inclusive practice | 5 | 12 | 30 | Portfolio |
| 518 | Wider professional practice | 5 | 12 | 30 | Portfolio |
| 324 | Applying knowledge of ICT for teaching and learning | 3 | 3 | 15 | Assignment |
| 325 | Applying knowledge of literacy and language for teaching and learning | 3 | 3 | 15 | Assignment |
| 326 | Applying knowledge of numeracy for teaching and learning | 5 | 3 | 15 | Assignment |

| | | | | | |
|---|--|---|----|----|------------|
| 517 | Understanding theories and frameworks for teaching disabled learners | 5 | 15 | 40 | Portfolio |
| 511 | Inclusive learning and teaching for disabled learners | 5 | 15 | 40 | Portfolio |
| 501 | Action learning for teaching in a specialist area of disability | 5 | 15 | 40 | Assignment |
| Group B | | | | | |
| Three (3) credits must be achieved from this group | | | | | |
| 301 | Roles, responsibilities and relationships in lifelong learning | 3 | 3 | 12 | Assignment |
| 401 | Roles, responsibilities and relationships in lifelong learning | 4 | 3 | 12 | Assignment |
| Group C | | | | | |
| Six (6) credits must be achieved from Group C or Group D | | | | | |
| Three (3) credits from sub group C1 and 3 credits from sub group C2 | | | | | |
| Sub group C1 | | | | | |
| 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 |
| Sub group C2 | | | | | |
| 304 | Using inclusive learning and teaching | 3 | 3 | 12 | Portfolio |
| 404 | Using inclusive learning and teaching | 3 | 3 | 12 | Portfolio |
| Group D | | | | | |
| Six (6) credits must be achieved from Group C or Group D | | | | | |
| 305 | 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 |

| Group E | | | | | |
|--|---|---|----|----|------------|
| Three (3) credits must be achieved from this group | | | | | |
| 307 | Principles of assessment in lifelong learning | 3 | 3 | 12 | Assignment |
| 407 | Principles of assessment in lifelong learning | 4 | 3 | 12 | Assignment |
| 308 | Understanding the principles and practices of assessment | 3 | 3 | 24 | Assignment |
| Group F | | | | | |
| Eighteen (18) credits must be achieved from this group | | | | | |
| <ul style="list-style-type: none"> • A minimum of 12 credits must be achieved from listed units • A maximum of 6 credits can be achieved from other credit | | | | | |
| 502 | Action learning to support development of subject specific pedagogy | 5 | 15 | 50 | Assignment |
| 503 | Action research | 5 | 15 | 50 | Assignment |
| 314 | Assess occupational competence in the work environment | 3 | 6 | 30 | Portfolio |
| 315 | Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL) | 3 | 6 | 30 | Portfolio |
| 316 | (The) Coaching and mentoring roles | 3 | 6 | 30 | Portfolio |
| 416 | (The) Coaching and mentoring roles | 4 | 6 | 30 | Portfolio |
| 408 | Develop learning and development programmes | 4 | 6 | 30 | Portfolio |
| 422 | Developing, using and organising resources within the lifelong learning sector | 4 | 15 | 50 | Portfolio |
| 522 | Developing, using and organising resources within the lifelong learning sector | 5 | 15 | 50 | Portfolio |

| | | | | | |
|------------|--|---|----|----|------------|
| 449 | Effective partnership working in the learning and teaching context | 4 | 15 | 50 | Assignment |
| 549 | Effective partnership working in the learning and teaching context | 5 | 15 | 50 | Assignment |
| 317 | Engage learners in the learning and development process | 3 | 6 | 30 | Portfolio |
| 318 | Engage with employers to develop and support learning provision | 3 | 6 | 25 | Portfolio |
| 418 | Engage with employers to facilitate workforce development | 4 | 6 | 30 | Assignment |
| 319 | Equality and diversity | 3 | 6 | 25 | Assignment |
| 419 | Equality and diversity | 4 | 6 | 25 | Assignment |
| 425 | Evaluating learning programmes | 4 | 3 | 15 | Assignment |
| 426 | Identify the learning needs of organisations | 4 | 6 | 30 | Portfolio |
| 543 | Improving numeracy knowledge, understanding and practice | 5 | 15 | 40 | Portfolio |
| 427 | Inclusive practice | 4 | 15 | 50 | Assignment |
| 527 | Inclusive practice | 5 | 15 | 50 | Assignment |
| 428 | Internally assure the quality of assessment | 4 | 6 | 45 | Portfolio |
| 432 | (The) Lifelong learning sector | 4 | 15 | 50 | Assignment |
| 532 | (The) Lifelong learning sector | 5 | 15 | 50 | Assignment |
| 512 | Literacy and the learners | 5 | 15 | 40 | Assignment |
| 513 | Literacy theories and frameworks | 5 | 15 | 40 | Assignment |
| 514 | Literacy, ESOL and the learners | 5 | 15 | 40 | Assignment |

| | | | | | |
|------------|---|---|----|----|------------|
| 515 | Numeracy and the learners | 5 | 15 | 40 | Assignment |
| 320 | Preparing for the coaching role | 3 | 3 | 15 | Assignment |
| 420 | Preparing for the coaching role | 4 | 3 | 15 | Assignment |
| 321 | Preparing for the mentoring role | 3 | 3 | 15 | Assignment |
| 421 | Preparing for the mentoring role | 4 | 3 | 15 | Assignment |
| 323 | Quality procedures within the lifelong learning sector | 3 | 6 | 25 | Assignment |
| 423 | Quality procedures within the lifelong learning sector | 4 | 6 | 20 | Assignment |
| 431 | Teaching in a specialist area | 4 | 15 | 50 | Assignment |
| 516 | Tutoring and course leadership in the lifelong learning sector | 5 | 15 | 50 | Portfolio |
| 436 | Understanding the principles and practices of internally assuring the quality of assessment | 4 | 6 | 45 | Portfolio |
| 433 | Understanding and managing behaviours in a learning environment | 4 | 6 | 20 | Assignment |
| 434 | Understanding and managing behaviours in a learning environment | 4 | 15 | 50 | Portfolio |
| 437 | Using study skills approaches and techniques to enhance the learning of others | 4 | 6 | 25 | Portfolio |
| 438 | Working with individual learners | 4 | 15 | 50 | Portfolio |
| 439 | Working with individuals and small groups in a learning environment | 4 | 9 | 30 | Portfolio |

| | | | | | |
|------------|--|---|----|----|------------|
| 446 | Working with the 14-19 age range in the learning environment | 4 | 9 | 30 | Assignment |
| 546 | Working with the 14-19 age range in the learning environment | 5 | 15 | 50 | Assignment |

4 Level 5 Diploma in Teaching Disabled Learners

Qualification aim

The Level 5 Diploma in Teaching Disabled Learners has been developed for those teaching disabled learners in the further education and skills sector in England – though it can be used more widely. It prepares trainee teachers for teaching in a wide range of contexts. Level 5 is the minimum level for this qualification. HEIs and awarding organisations may wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

This qualification is appropriate for:

- Teachers who already hold a generic teaching qualification and want to undertake a specialist qualification for working with disabled learners
- Teachers or intending teachers who do not have access to an integrated qualification because none is available locally; and
- Teachers or intending teachers who wish to undertake specialist training before undertaking a generic teaching qualification.

Purpose

This Level 5 Diploma qualification has been developed to provide accredited professional development opportunities for teachers of disabled learners.

Credit value of the qualification

Level 5 Diploma in Teaching Disabled Learners is 45 hours

Guided Learning hours for the qualification

Level 5 Diploma in Teaching Disabled Learners is 120 hours

Practice

There is a requirement for a minimum of 50 hours of practice in learning and teaching environments with disabled learners. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Teaching practice should be located and assessed within the learning and teaching unit of assessment. There is a requirement to evidence working with groups of learners as well as individuals to achieve this qualification.

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

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible, in addition to those required by this qualification, during their teaching practice.

Observed and assessed practice

There must be a minimum of four (4) observations totalling a minimum of four (4) hours. Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. All assessments should be in learning and teaching environments with disabled learners. Observations can be formative or summative. LSIS recognises the importance of feedback for the development of teachers in initial training. The awarding organisation will decide the sufficiency of evidence required make a judgment about the standard of practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish.

All those observing and assessing practice should have:

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

Structure

To be awarded this qualification the learner must achieve a total of 45 credits.

45 credits from Group A

| Level 5 Diploma in Teaching Disabled Learners | | | | | |
|---|--|---|-----|--------------|------------|
| Total credit value of qualification: 45 credits | | | | | |
| Credit value at Level 5 | | 45 credits | | | |
| Credit value of mandatory units | | 45 credits | | | |
| Credit value of optional units | | There are no optional units in this qualification | | | |
| Unit no. | Unit title | Level | GLH | Credit value | Assessment |
| Group A | | | | | |
| 45 credits must be achieved from this group | | | | | |
| 517 | Understanding theories and frameworks for teaching disabled learners | 5 | 15 | 40 | Portfolio |
| 511 | Inclusive learning and teaching for disabled learners | 5 | 15 | 40 | Portfolio |
| 501 | Action learning for teaching in a specialist area of disability | 5 | 15 | 40 | Assignment |



5 Centre requirements

Approval

In order to run these qualifications centres will need to follow the standard Qualification Approval Process (QAP).

Centres not already offering City & Guilds qualifications

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

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

Resource requirements

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

Centre staffing

Members of staff delivering the 6305 CTLLS must hold a minimum of a level 5 teaching/training qualification. Core staff must also have experience of delivering and assessing teaching qualifications at level 5. 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.

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.

Requirements for assessors

All those who assess these qualifications 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:
 - the 6317-31/81 Level 3 Award in Assessing Competence in the Work Environment *or*
 - the 6317-33/83 Level 3 Certificate in Assessing Vocational Achievement, *or*
 - A1 Assess candidate performance using a range of methods, *or*
 - D32 Assess candidate performance and D33 Assess
- show current evidence of continuing professional development in assessment and quality assurance.

Requirements for Internal Quality Assurance

All those who internally quality assure these qualifications must:

- 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:
 - the 6317-31/81 Level 3 Award in Assessing Competence in the Work Environment *or*
 - the 6317-33/83 Level 3 Certificate in Assessing Vocational Achievement, *or*
 - A1 Assess candidate performance using a range of methods, *or*
 - D32 Assess candidate performance and D33 Assess
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - the 6317-41 Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, *or*

- the 6317-42 Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*
 - V1 Conduct internal quality assurance of the assessment process, *or*
 - D34 Internally verify the assessment process.
- show current evidence of continuing professional development in assessment and quality assurance.

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**.

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

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

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

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

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

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

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

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

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www.cityandguilds.com

Useful contacts

| | |
|---|---|
| UK learners General qualification information | T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com |
| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com |
| Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com |
| International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com |
| Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com |
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City & Guilds Group

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City & Guilds

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

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