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# **Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (7305)**

**Qualification handbook**



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# 1 About this document

This document contains the information that centres need to offer the following subject specialist teaching diploma under the new arrangements for candidates working towards Qualified Teacher, Learning and Skills status (QTLS) in the QTLS framework:

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## **Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (7305)**

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For full details of complex numbers, please refer to the *Online Catalogue on Walled Garden* (**[www.walled-garden.com](http://www.walled-garden.com)**)

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to other qualifications
- qualification standards and specifications
- assessment requirements
- suggested reading lists
- tutor and candidate recording forms
- assessment tasks.

## 2 About the qualification

### 2.1 Aim of the qualification

The 7305 *Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (DTLLS)* is for English for speakers of other languages (ESOL) subject specialist teachers, and is aimed at candidates who:

- are deemed to be in a Full Teacher role **or**
- would like or require a full level 5 qualification allowing them to teach in the Lifelong Learning Sector as a specialist teacher (full role) **or**
- are seeking career progression within their area of work **and**
- have access to a minimum **150 teaching practice hours** (whether pre-service or in-service)
- teach on both a one-to-one and group basis for a variety of learners, across a **minimum** of two levels.

**Pre-service** is defined as those who are not formally contracted as teachers. **In-service** is defined as those who are formally contracted as teachers. Candidates in both categories must have access to 150 hours of teaching in a recognised lifelong learning context.

For further clarification on the Associate Teacher and Full Teacher roles, please refer to the Institute for Learning (IfL) guidance documentation available to download from [www.ifl.ac.uk](http://www.ifl.ac.uk). Current definitions of the roles are also available from [www.cityandguilds.com/qtls](http://www.cityandguilds.com/qtls), and in LLUK publications available from [www.lluk.org.uk](http://www.lluk.org.uk).

The qualification is suitable for those who work or want to work as:

- teachers in the Lifelong Learning Sector, ie further, adult and community education, work-based learning and the voluntary sector, provided that they are qualified / experienced in the subject they intend to teach at the appropriate level.

Whilst the decision as to what constitutes appropriate entry qualifications/experience is at the discretion of the centre, it is a requirement that candidates hold a skill specific qualification at level 3 or the ability to demonstrate level 3 skills in a skill specific area.

### About the level of this qualification

The *Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (7305)* comprises units at both level 4 (*Part one*) and level 5 (*Part two*). Upon successful completion of the relevant mandatory and optional units (at both level 4 and level 5 where indicated) candidates will be awarded a level 5 Diploma. Centres must assess candidates at the correct level, taking into account the following level guidance:

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory/principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values
- an academic style of writing, in which a recognised system of referencing is used; the Harvard system is recommended. Writing should be concise, and candidates should provide evidence of careful planning.

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

- a critical reflection on the relationship between theory, principles and practice
- a considered and targeted approach to reading and research
- clear evidence of substantial reading including professional publications
- evidence of practice that is in accordance with professional values
- an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended). Writing should be concise, and candidates should provide evidence of careful planning.

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

These qualifications are related to the following City & Guilds qualifications:

- 7300 Introduction to Trainer Skills
- 7302 Level 3 Certificate and Diploma in Delivering Learning
- 7303 Levels 3 / 4 Award in Preparing to Teach in the Lifelong Learning Sector
- 7304 Levels 3 / 4 Certificate in Teach in the Lifelong Learning Sector
- 7407 Level 4 Certificate in Further Education Teaching
- 7318 Level 3 NVQ Learning and Development qualifications
- 7307 Level 3 Certificate in Teaching Adult Learners
- 9483 Level 3 Certificate in Adult Literacy Support
- 9484 Level 3 Certificate in Adult Numeracy Support
- 9487 Level 3 Certificate in ESOL Subject Support
- 9485 Level 4 Certificate for Adult Literacy Subject Specialists
- 9486 Level 4 Certificate for Adult Numeracy Subject Specialists
- 9488 Level 4 Certificate for ESOL Subject Specialists

The qualification is designed to contribute towards the skills, knowledge and understanding for the *New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector*.

The qualification provides progression from the Levels 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (7303) and Levels 3/4 Certificate in Teaching in the Lifelong Learning Sector (7304). It is the appropriate qualification for people deemed to be in the Full Teacher role.

The qualification is designed to enable candidates to:

- adopt an integrated approach to the theory and practice of teaching
- reflect on their own previous/current levels of experience, practice and skills, and areas for development
- identify principles of learning, teaching, assessment and evaluation
- develop confidence, communication and interpersonal skills
- develop an awareness of their professional role and responsibilities.

## 2 About the qualification

### 2.2 The structure of the qualification and QCF credit values

This is a minimum 120 credit qualification, consisting of **seven modules** which aggregate seven mandatory units (total 90 credits: four units at level 4 and three units at level 5) and two optional units (to total minimum value of 30 credits: 15 credits at level 4 and 15 credits at level 5).

The units and assessment criteria relevant to each module are identified in the assessment grids provided at the end of each module.

There are **two** parts to this qualification:

- **Part one** staged at level 4, comprising modules 1, 2, 3 and 4
- **Part two** staged at level 5, comprising modules 5, 6 and 7.

#### Part one

City & Guilds module number*	Module title	Mandatory / Optional module
Module 1	Preparing to teach in the Lifelong Learning Sector	Mandatory
Module 2	Introduction to teaching and learning English (ESOL)	Mandatory
Module 3	Developing English (ESOL) literacy and language learning and teaching	Mandatory
Module 4	Theories of inclusive language and literacy development (ESOL)	Mandatory

#### Part two

City & Guilds module number*	Module title	Mandatory / Optional module
Module 5	Theories and frameworks for literacy and language development in ESOL	Mandatory
Module 6	Curriculum development for inclusive practice in ESOL	Mandatory
Module 7	Professional practice in the Lifelong Learning Sector through continuing personal and professional development	Mandatory

\*For details of component numbers for the specified modules above, please refer to the *Online Catalogue on Walled Garden* ([www.walled-garden.com](http://www.walled-garden.com))

The QCA reference number for the 7305 *DTLLS English (ESOL)* qualification is as follows:

QCA reference	Qualification title
500/2084/5	Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector

The one *PTLLS* mandatory unit (at level 4, totalling 6 credits) may be carried forward from either the 7303 *Level 3 / 4 Award in Preparing to teach in the Lifelong Learning Sector (PTLLS)*, or 7304 *Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)*. It can also be studied alongside or within the *Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector* through Module 1. In addition, the *Planning and enabling learning* mandatory unit (at level 4, totalling 9 credits) may be carried forward from 7304 *CTLLS*, or studied alongside/within the *Level 5 DTLLS English (ESOL)* through Modules 3 and 4.

Modules 1, 2 and 3 which cover the *PTLLS* unit and *Planning and enabling learning* unit **must** be delivered and assessed in numerical order and **must** 'front load' delivery of all other modules. In addition, Part one modules **must** be achieved by candidates in numerical order, and prior to the Part two modules.

Candidates who have achieved the *PTLLS* unit and *Planning and enabling learning* unit at level 3 must demonstrate, on initial assessment (see section 5.1), that they have the necessary analytical and study skills to work at level 4. In addition, candidates wishing to gain APL/APEL against the *Planning and enabling learning* unit will need to evidence contextualisation of their learning to their English (ESOL) subject specialism in accordance with the assessment criteria detailed for this unit in Modules 2 and 3. Evidence of contextualisation (where relevant) and level 4 suitability must be formally recorded by the centre. Centres may wish to use a bridging assignment or professional discussion for these purposes.

## Qualifications and Credit Framework (QCF)

The QCF is a credit based framework which will eventually replace the National Qualifications Framework (NQF). The framework assigns credit values to units and qualifications, allowing learners and centres easily to track progression and accumulation of learning and skills. The QCF tracks achievement data via a unique learner number (ULN). Centres will need to register with the Learner Registration Service (LRS) to get ULNs for their candidates, by emailing [lrssupport@miap.gov.uk](mailto:lrssupport@miap.gov.uk) or by calling **0845 602 2589**, stating that City & Guilds is their Awarding Body (AB).

The QCF is a new 'pilot' framework emerging out of a Department for Innovation, Universities and Skills (DIUS), formerly Department for Education and Skills (DfES), initiative to transform and professionalise teacher training and continuing professional development (CPD) in the Lifelong Learning Sector in England. Further information on the QCF is available from [www.qca.org.uk](http://www.qca.org.uk).

### QCF credit value

The total number of credits required to achieve the full 7305 *Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector* is **120 credits**.

To achieve the qualification, candidates must successfully complete the assessments covering **all** mandatory and optional units as outlined in each module.

## 2 About the qualification

### 2.3 Assessment of the qualification

#### Assessment

National standards and rigorous quality assurance are maintained by the use of City & Guilds assessments.

On successful completion of **both** parts of the qualification, candidates will be awarded a *7305 Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector*. QTLS status must be applied for via the Institute for Learning (IfL) ([www.ifl.ac.uk](http://www.ifl.ac.uk)).

#### Assessment strategy

For both the *Preparing to teach in the Lifelong Learning Sector* unit and *Planning and enabling learning* unit (embedded in Modules 1, 2 and 3), assessments are staged at level 4. The remaining units are staged at level 4 and 5. The units covered by each module are identified in the assessment grids provided at the end of each module.

Assessment of the units is conducted through the assessment tasks provided at the end of each module. Listed against the tasks are the relevant assessment criteria from the mandatory and optional units comprised by each module. These criteria **must** be used by both candidates planning the work to be done for the tasks and by the tutors who are assessing them. Assessments are to be marked internally by the centre.

#### **Delivery and assessment of Part one modules must take place in numerical order, prior to Part two modules.**

When candidates wish to bring forward previously achieved credits for the *PTLLS* unit and *Planning and enabling learning* unit, it will be the responsibility of the centre to ensure that the additional assessment outcomes contained in Modules 1, 2 and 3 are addressed and assessed. For guidance on the mapping of the units to the modules, please see the assessment grids provided at the end of each module. Candidates may **not** bring forward *PTLLS* or *Planning and enabling learning* credits at level 3.

Candidates who have achieved the *PTLLS* unit and *Planning and enabling learning* unit at level 3 must demonstrate, on initial assessment (see section 5.1), that they have the necessary analytical and study skills to work at level 4. In addition, candidates wishing to APL against the *Planning and enabling learning* unit will need to evidence contextualisation of their learning to their English (ESOL) subject specialism in accordance with the assessment criteria detailed for this unit in Modules 2 and 3. Evidence of contextualisation (where relevant) and level 4 suitability must be formally recorded by the centre. Centres may wish to use a bridging assignment or professional discussion for these purposes.

Centres must ensure that candidates have the opportunity to access the appropriate facilities to support research activities.

Assessments should be issued towards the start of the programme to enable candidates to gather evidence holistically throughout the programme and to plan and prepare delivery of their teaching practice sessions. This will assist formative assessment and internal verification. Marking and feedback should take place within two weeks of submission of the assessment.

Quality assurance is provided by the centre and monitored by City & Guilds' external verification systems, to ensure that national standards are maintained.

Each assessment will be graded **pass** or **refer**. If a candidate has been referred and does not meet the assessment criteria in the second submission, centres should use their discretion to either:

- arrange additional support for the candidate, **or**
- guide the candidate towards a more suitable qualification, **or**
- inform them of their rights under the appeals procedure, as outlined in section 2.4.

Centres **must** have an appropriate referral policy in place based on the above recommendations.

The assessments provided are mandatory, and alternatives are not acceptable.

Assessment of candidates' achievement in the qualification will be the responsibility of a designated tutor, assisted in many centres by a programme team.

When marking candidates' work, the tutor should use his/her professional judgment to ensure that all parts of the assessments have been successfully completed. The use of professional discussion (recorded on Appendix 2) may be used **at level 3 only** to support review of assessments, but not replace them. Further guidance regarding the assessments is contained within each of the modules.

Centres are **strongly recommended** to use the pro formas provided; see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plan formats which fulfil the assessment criteria. All documents must be agreed with the External Verifier (EV) if this is the case.

There is **no requirement** for independent assessment to take place.

A sample tutor tracking sheet to track dates of candidate achievement of the assessments is provided in Appendix 4. Use of this form is not compulsory: however, candidates should keep records of candidate assessments.

For candidates with particular requirements, centres should refer to the City & Guilds policy document, *Access to Assessment: Candidates with particular requirements*.

## Observation

Candidates must be observed for at least **eight hours** over a **minimum of eight occasions**, of which at least **six hours** over at least **six occasions** must be in a subject specific context by an appropriate subject specialist observer. Mentors are encouraged to observe candidates, in addition to the required tutor observations. Observations should cover Skills for Life specialist teaching and learning.

**Teaching observation excludes observed practice completed as part of the 7303 PTTLS qualification or PTTLS unit, or mentor observations.**

Teaching practice must be in an appropriate learning and skills setting, and centres must maintain a list of approved locations.

Candidates' practice **must** be observed throughout the duration of the programme across a minimum of two levels. Form 6 *Observation Report* should be used for this purpose. Whilst each observation must be for a minimum of **30 minutes**, it is recommended that most observed sessions would be for a minimum of one hour.

Following observed sessions, constructive and developmental feedback should be given to candidates. Tutors / Observers should use their professional judgement when making decisions, and be able to justify them.

## **2 About the qualification**

### 2.4 Appeals against assessment

This section relates to appeals against results from assessment of tasks undertaken by candidates.

It is a condition of centre approval that all centres must ensure that there is an appeals procedure available to all candidates. The appeals procedure documentation must be submitted to City & Guilds in the qualification approval submission.

If a candidate appeals against the result of an assessment, the programme tutor should try to resolve the problem in the first instance. It should then be referred to the internal verifier (IV), and following that, the centre quality assurance co-ordinator (QuAC). If the problem cannot be satisfactorily resolved, the EV should be approached to offer independent advice. All appeals must be clearly documented by the centre's co-ordinator and made available to the EV and/or City & Guilds.

## 3 Candidate entry requirements

### Candidate entry requirements

Candidates **must** be qualified to level 3, or be able to demonstrate level 3 process skills and personal skills in the subject they intend to teach, have access to **150** teaching practice hours and possess reasonable levels in areas of language, literacy, numeracy and ICT not represented within their subject specialism. For further guidance, refer to section 5 *Initial assessment* in this document, **plus** the LLUK guidance document: *Criteria for entry to Mathematics (Numeracy) and English (Literacy and ESOL) Teacher Training in the Lifelong Learning Sector*, available to download from [www.lluk.org.uk](http://www.lluk.org.uk).

A definition of process and personal skills is provided in the glossary section of this document.

Potential trainees must be able to:

- recognise that language is situated and apply knowledge accordingly
- apply personal English language skills to complex and non-routine contexts
- transfer their English language skills from familiar contexts to new situations that may require the adaptation and extension of these skills in order to attempt the task
- demonstrate that they are able to approach language situations that are well defined, but complex
- make appropriate choices, independently, concerning the most effective communication methods and language skills to be used in any given situation
- exercise autonomy and judgement in completing tasks and procedures
- reflect on and evaluate language use in a range of situations.

In addition, the nature of both the learning and assessment required for the qualification is such that candidates should have the ability to manage the requirements of the level of the qualification they are taking. They should be able to read and interpret written tasks, and to write answers in a legible and understandable form. Evidence of this should be recorded as part of their initial assessment. Candidates will also need to be able to organise written information clearly and coherently.

It is good practice to embed Skills for Life personal skills: literacy, numeracy, language and ICT within the programme delivery; and centres must provide candidates with access to support in these areas where necessary. **The Minimum Core of language, literacy, maths and ICT must be embedded within Modules 2, 3 and 4.**

Candidates will be expected to have maintained and completed their continuing professional development (CPD) in accordance with regulations.

### Accreditation of prior learning and experience

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could make to a qualification. Centres should follow their usual APL/APEL procedures as agreed with their EV.

## **APL/APEL from the 7303 Award in Preparing to teach in the Lifelong Learning Sector (PTLLS) and 7304 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)**

Achievement of the *PTLLS* unit (6 credits) and *Planning and enabling learning* unit (9 credits) at level 4 is a **mandatory** requirement of the 7305 *Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector*.

Candidates may work towards achieving the *PTLLS* unit and *Planning and enabling learning* unit through Modules 1, 2 and 3 in the 7305 *Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector*. They can also gain recognition of prior achievement against those units if they have previously successfully achieved the 7303 *PTLLS* Award, or the *PTLLS* unit and *Planning and enabling learning* unit within the 7304 *CTLLS* qualification.

Candidates who have achieved the *PTLLS* unit and *Planning and enabling learning* unit at level 3 must demonstrate, on initial assessment (see section 5.1), that they have the necessary analytical and study skills to work at level 4. In addition, candidates wishing to gain APL / APEL towards the *Planning and enabling learning* unit will need to evidence contextualisation of their learning to their English (ESOL) subject specialism in accordance with the assessment criteria detailed for this unit in Modules 2 and 3. Evidence of contextualisation (where relevant) and level 4 suitability must be formally recorded by the centre. Centres may wish to use a bridging assignment or professional discussion for these purposes.

## 4 Centre requirements

### 4.1 Centre, qualification and fast-track approval

#### Centres not yet approved by City & Guilds

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**. In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification they wish to offer.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website ([www.cityandguilds.com](http://www.cityandguilds.com)).

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process.

Assessments must not be undertaken until centre and qualification approval have been obtained and candidates are registered for the qualification. Further guidance is contained in *Providing City & Guilds qualifications: a guide to centre and qualification approval*.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension, and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

#### Existing City & Guilds centres

To offer the 7305 Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Further details on the qualification approval process are available in *Providing City & Guilds qualifications: a guide to centre and qualification approval*.

#### Fast-track approval

Fast-track approval is not available for this qualification.

## 4 Centre requirements

### 4.2 Registration and certification

#### Administration

Full details of City & Guilds' administrative procedures for *the Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector* is provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, as specified in the *City & Guilds Online Catalogue*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change. The latest News Updates are available on our website ([www.cityandguilds.com/qtls](http://www.cityandguilds.com/qtls)).

#### Registration

Candidates must be registered as near to the start date of their programme as possible. Centres must submit registrations using Form S or via the Walled Garden, under qualification number **7305** for the *Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector*.

For full details of complex registration numbers, please refer to the *Online Catalogue on Walled Garden* ([www.walled-garden.com](http://www.walled-garden.com)).

Following registration, a Nominal Roll Report (NRR) will then be issued by City & Guilds. This report confirms to centres that the registration application has been received and processed. If there are any problems in the registration process, these will be identified by way of messages or warnings appearing on the NRR that must be acted upon by the centre immediately.

#### Certification

Before a full qualification can be claimed, the claiming centre **must** possess a record of the candidate's fully completed teaching practice log which evidences fulfilment of the 150 teaching practice hours required of this qualification.

Candidate results should be submitted on Form S or via the Walled Garden.

Candidates successfully achieving all module assessments (and by implication the required number of units) and qualification requirements (eg, 150 hours teaching practice) to gain 120 credit points will receive the *Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector*.

#### Awarding Certificate(s) of Unit Credit (CUC)

Candidates successfully achieving assessments for each unit covered within the modules will be issued with a Certificate of Unit Credit (CUC).

Where one unit of assessment is spread across more than one module (see module assessment grids), candidates cannot claim for a CUC until **all** modules and assessments covering the assessment criteria for that unit have been successfully completed. For example, for the *Planning and enabling learning English (ESOL)* unit, which maps across Module 2 and Module 3, candidates will not be able to claim for a CUC until they have achieved both modules. Part one modules (staged at level 4) must be delivered and achieved prior to Part two modules (staged at level 5).

The table below identifies where CUCs can be claimed against each module:

<b>City &amp; Guilds module number*</b>	<b>Module title</b>	<b>CUC that can be claimed</b>	<b>Unit value on Qualifications and Credit Framework (QCF)</b>	<b>Mandatory/optional unit</b>
Module 1	Preparing to teach in the Lifelong Learning Sector	Preparing to teach in the Lifelong Learning Sector (Level 4)	6 credits	Mandatory
Module 2	Introduction to teaching and learning English (ESOL)			
Module 3	Developing English (ESOL) literacy and language learning and teaching	Planning and enabling learning, English (ESOL) (Level 4)	9 credits	Mandatory
		Enabling learning and assessment, English (ESOL) (Level 4)	15 credits	Mandatory
Module 4	Theories of inclusive language and literacy development (ESOL)	Theories and principles for planning and enabling learning, English (ESOL) (Level 4)	15 credits	Mandatory
On completion of Modules 2, 3, and 4		Literacy, ESOL and the learners (Level 4)	15 credits	Optional mandatory
Module 5	Theories and frameworks of literacy and language development in ESOL	ESOL theories and frameworks (Level 5)	15 credits	Optional mandatory

City & Guilds module number*	Module title	CUC that can be claimed	Unit value on Qualifications and Credit Framework (QCF)	Mandatory/optional unit
Module 6	Curriculum development for inclusive practice in ESOL			
Module 7	Professional practice in the Lifelong Learning Sector through continuing personal and professional development	Curriculum development for inclusive practice, English (ESOL) (Level 5)	15 credits	Mandatory
		Continuing personal and professional development, English (ESOL) (Level 5)	15 credits	Mandatory
		Wider professional practice (Level 5)	15 credits	Mandatory

\*For details of component numbers for the specified modules / units above, please refer to the *Online Catalogue on Walled Garden* ([www.walled-garden.com](http://www.walled-garden.com))

There is no opportunity for single accreditation of one assessment task. However, candidates may achieve the remaining assessment tasks at a later date (see section 3 on APL in this document).

Full details on all the above procedures are given in the *Directory of Vocational Qualifications*, published annually by City & Guilds. This information is also available on the Walled Garden: [www.walled-garden.com](http://www.walled-garden.com).

## Summary of registration and certification procedures

Steps	What happens?
1	Centres register candidates for the qualification, using Form S or the Walled Garden, as near to the start date of their programme as possible.
2	Centres receive Nominal Roll Report confirming registered candidates (at this stage, centres must check all candidate details and notify City & Guilds of any inaccuracies).
3	Centres use Form S or the <i>Walled Garden</i> to claim completion of the units, once these have been marked and quality assured.
4	Centres receive a Nominal Roll Report and a Results List, confirming that the claim has been processed. They will also receive certificates at this time.

For further advice and guidance on registration and certification procedures, please contact our Customer Relations Team on 020 7294 2800, or email [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com).

## **Retaining assessment records**

Centres must retain original copies of candidate assessment and internal verification records for at least three years after certification. Centres must also ensure that **all** candidate portfolios are retained for the EV to sample.

Centres must ensure that the module declaration record is completed for each module achieved (Appendix 6).

## **Notification of results**

After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.

## **Certificate of unit credit (CUC)**

A certificate of unit credit (CUC) records the successful completion of a unit. Centres can apply for CUCs on behalf of a candidate at any time after they have successfully achieved assessments for a unit. They do not need to wait until the full programme has been completed. Mapping of units to the modules is outlined in each of the assessment grids provided at the end of each module. A CUC cannot be claimed until all assessment criteria for the relevant unit have been met and achieved by a candidate.

## **Full certificates**

Full certificates are only issued to candidates who have met the full requirements of the qualification and achieve 120 credits, as described in Section 2.2 of this handbook.

## 4 Centre requirements

### 4.3 Quality assurance

This information is a summary of quality assurance requirements for this qualification.

City & Guilds' publication, *Providing City & Guilds qualifications- A guide to centre and qualification approval* in the *Centre toolkit* provides full details and guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

#### **Internal quality assurance**

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance. Internal quality assurance must include assessment of teaching practice and observation reports.

#### **Staffing for the DTLLS English (ESOL)**

It is possible for members of the DTLLS English (ESOL) delivery team, including teaching practice observers, to hold differing levels of qualifications and experience (minimum level 4 in teaching). However, the team leader and primary tutors must be able to exhibit the attributes equivalent to QTLS status, for example 7407 Certificate in Further Education Teaching stage 3, Level 4 NVQ in Training and Development, Level 4 NVQ Learning and Development, 7305 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (120 credits), or the generic 7305 Diploma in Teaching in the Lifelong Learning Sector (120 credits) combined with the 7305 Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (45 credits), or Certificate in Education (Cert Ed), or Post-graduate Certificate in Education (PGCE).

In addition to a full teaching qualification, tutors must have a minimum of level 4 skills within their specialism and possess skills at level 2 for other areas of the Minimum Core. The core delivery team must also have experience in delivering and assessing teacher training qualifications at level 4 and/or above for a period of one year within the last two years. One member of the core delivery team must possess knowledge and skills at a level above the subject which they intend to teach.

Staff joining the delivery team who do not have the required experience and qualifications must follow an appropriate induction programme, work shadow a qualified/experienced member of the team, and have their assessment decisions sampled by an 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.

Staff should engage in ongoing CPD activities. These may include observation and evaluation of other staff within the delivery team, supervision, professional discussion, standardisation events, case reviews, research, reflective practice, mentoring and attendance at conferences and events.

## **Subject specific support/mentoring for DTLLS English (ESOL)**

It is strongly recommended that each candidate has a subject specific mentor, to give support on subject specific pedagogy. Further guidance on subject specific mentoring will be available from the Sector Skills Council (SSC), Lifelong Learning UK (LLUK), via [www.lluk.org.uk](http://www.lluk.org.uk)

It is good practice for mentors to observe candidates. This will be in addition to the **eight hours** observed by the programme team.

Mentors should hold QTLS status, a relevant vocational qualification/skill related to the candidate's subject area and considerable experience in teaching and learning in that context.

Mentors should be trained in appropriate mentoring skills and be familiar with the requirements of 7303 PTLLS and/or 7304 CTLLS and/or 7305 DTLLS / 7305 *Diploma in Teaching English (ESOL) in the Lifelong Learning Sector* qualification requirements.

They should provide professional support including mentoring and direction in the processes and practices of contextualised teaching, session planning and resource development.

It would also help and support the candidate if the mentor carried out additional teaching observations (other than those carried out by the observation team), using Form 6 *Observation Report* provided in Appendix 1.

Centres should also ensure, where possible, that peer support takes place within the cohort, where candidates with a similar subject specialism are encouraged to support each other.

## **External quality assurance**

External quality assurance for the qualification will be provided by City & Guilds' external verification process.

External Verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, EVs must have occupational and verification knowledge and expertise. City & Guilds' EVs attend training and development designed to keep them up-to-date, engage in standardisation between verifiers and share good practice.

## **The key quality assurance roles summarised**

The following sections provide a summary of the key roles involved in the successful implementation and assessment of the qualification.

### **Centre Co-ordinators**

The role of the centre co-ordinator is to:

- liaise with City & Guilds
- liaise with their Human Resources (HR) facility or equivalent
- identify to the candidate their tutor and internal verifier (IV) at the beginning of their programme
- identify within the programme delivery team the role of the tutor and IV
- ensure there are adequate resources; staff and materials. All staff should be inducted and maintain records of their continuing professional development (CPD)
- maintain evidence of CPD of her/himself and the programme team
- maintain the quality assurance processes
- ensure candidates are registered with the Institute for Learning (IfL)

- ensure that each candidate undergoes an initial assessment and induction (records to be maintained), leading to an agreed action plan/Individual Learning Plan (ILP)
- establish and monitor candidate support systems
- ensure that all staff carrying out assessment(s) are familiar with and understand the assessment requirements
- ensure that assessments and candidate evidence are clearly organised and accessible to the internal and external verifier
- ensure that all City & Guilds documentation is completed when required
- where several members of staff are involved in the delivery of the qualification, ensure that the requirements and standards of the qualification are interpreted consistently
- maintain records of standardisation activities
- ensure that an appropriate referral policy is in place
- maintain a list of teaching practice locations.

## **Tutors**

The role of the tutor is to:

- provide a programme for delivery of the qualification
- plan, manage and deliver the qualification
- carry out initial assessment on all prospective candidates
- agree with the candidate an action plan/Individual Learning Plan (ILP), based on the candidate's initial assessment and induction
- ensure that each candidate is aware of the assessment requirements throughout their programme
- ensure that candidates undertake relevant teaching activities
- ensure that candidates have a placement or are employed in an appropriate teaching role to allow fulfilment of the 150 teaching practice hours, prior to progressing them beyond Module 1 *PTLLS*
- observe the micro-teach/teaching practice delivery (a member of the centre's programme delivery team may do this) (Form 6, plus Form 12 for *PTLLS* are strongly recommended). Recordings of the micro-teaching and theory assessment tasks in *PTLLS* should be maintained for internal and external verification purposes
- give candidates detailed feedback on their delivery, incorporating use of the *Observation Report* (Appendix 1, Form 6, plus Forms 8 and 12 for *PTLLS*), and *Observation of Assessment Activity* form (Appendix 1, Form 10)
- provide guidance and support to candidates on the assessment requirements for each assessment
- ensure that the assessment requirements have been met by the candidate
- ensure that a Teaching Practice Portfolio and Reflective Learning Journal are maintained by the candidate
- provide each candidate with prompt, accurate and constructive feedback within 14 days of submission of each assessment, using the assessment feedback forms provided
- keep accurate and legible records of candidate progress and achievement
- meet with the centre co-ordinator and other tutors to share good practice and maintain standards.

## **Teaching Practice Observers (must be a member of the course delivery team)**

The role of the teaching practice observer is to:

- have experience of delivery and be a subject specialist in the relevant skill area at level 4 or above
- ensure that they are familiar with the requirements of the qualification
- observe the candidate's teaching practice delivery (total of eight hours over a minimum of eight occasions, six hours of which must be in a subject specific context by a subject specialist observer over a minimum of six occasions)
- give candidates detailed feedback on their delivery, incorporating use of the *Observation Report* (Appendix 1, Form 6, plus Forms 8 and 12 for PTLLS), and *Observation of Assessment Activity* form (Appendix 1, Form 10)
- make and maintain accurate records of teaching practice observations
- ensure that records are made available for quality assurance purposes.

## **Mentors**

- It is recommended that the mentor is a specialist in the relevant field (literacy, ESOL, or numeracy) according to the role of the candidate
- Mentors should provide support for the professional development of the candidate in his/her subject area. For example, checking schemes of work, session plans and course development.

## **Internal Verifiers**

The role of the internal verifier (IV) is to ensure that:

- English (ESOL) subject specifications are covered within the course programme in accordance with the guidance outlined in this qualification handbook
- all assessments are sampled; the sample should cover all candidates, assessors and locations. Centres should use the smallest sample size that addresses all of these factors
- the work of all personnel contributing to the delivery of the programme is sampled by a range of methods to include:
  - monitoring tutors' observations of teaching practice sessions (live and/or video recordings where appropriate)
  - discussion with candidates about the learning process and their experiences
  - records of tutorial review sessions (see Appendix 3 for an example)
  - monitoring programme delivery
- records of all sampling activities are monitored and maintained
- standardisation activities take place and that records of these activities are maintained
- a suitable subject specific mentor is appointed to each in-service candidate where applicable
- staffing, learning and physical resources are appropriate
- records of achievement (Form 1) and teaching practice logs (Form 9) are completed and kept in portfolios by candidates.

## **External Verifiers**

The role of the External Verifier (EV) is to ensure that:

- initial assessment records are sampled
- additional evidence of level 4 skills and knowledge is sampled for candidates who have achieved *PTLLS* and *Planning and enabling learning* units at level 3, and that candidates evidence contextualised knowledge of *Planning and enabling learning*, if previously achieved, in accordance with the assessment criteria specified in Modules 2 and 3 in this handbook
- centres are following the assessment specifications published by City & Guilds
- centres interpret unit requirements consistently
- centre documentation meets the requirements of City & Guilds
- centres carry out internal verification of candidate work

- the programme delivery is observed
- a sample of teaching practice is observed, and the quality of observations reports is checked
- all assessments are sampled and that the sample covers all candidates, tutors and locations
- centre standardisation activities take place and are recorded
- candidates are registered with the Institute for Learning (IfL)
- staffing, learning and physical resources are appropriate
- records are completed fully, including the Teaching Practice Portfolio and Reflective Learning Journal.

### **Equal opportunities**

Access to this qualification is open to all, irrespective of gender, race, religion or creed, age or special needs. The Centre Co-ordinator should ensure that no candidate is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment.

The Qualifications Curriculum Authority (QCA) requires City & Guilds to monitor centres to check whether equal opportunities policies are being adhered to. The City & Guilds equal opportunities policy can be found in the *Directory of Vocational Qualifications/Product Catalogue*. City & Guilds requires that centres approved to offer assessments leading to its qualifications should inform candidates of the existence of this policy.

## 5 Course design and delivery

### 5.1 Initial assessment and induction

Centres must ensure that each prospective candidate undergoes an entry assessment before commencing the course. This is to determine their suitability to undertake the qualification (see entry requirements in section 3) in relation to level 3 process and personal skills, and skills within their specialism.

The format and content of this assessment **must** be decided by the centre.

An initial assessment should be used to establish a candidate's prior learning and experience and preferred learning styles, and **must** be recorded in the candidate's Individual Learning Plan (ILP). For further guidance please refer to the LLUK document *Criteria for entry to Mathematics (Numeracy) and English (Literacy and ESOL) Teacher Training in the Lifelong Learning Sector*, available to download from [www.lluk.org.uk](http://www.lluk.org.uk).

Each candidate must agree an Individual Learning Plan that is maintained and revised as they progress. The ILP is an essential component of the Teaching Practice Portfolio.

Candidates who have achieved the *PTLLS* unit and *Planning and enabling learning* unit at level 3 must demonstrate, on initial assessment, that they have the necessary analytical and study skills to work at level 4. In addition, candidates wishing to APL against the *Planning and enabling learning* unit will need to evidence contextualisation of their learning to their English (ESOL) subject specialism in accordance with the assessment criteria detailed for this unit in Modules 2 and 3. Evidence of contextualisation (where relevant) and level 4 suitability must be formally recorded by the centre. Centres may wish to use a bridging assignment or professional discussion for these purposes.

Centres must provide Skills for Life support to candidates where necessary and maintain records of these. Any Skills for Life needs should be established by initial assessment. Centres should then decide on an appropriate course of action which may include informal support or requiring the candidate to undertake a formal course, for example Key Skills or Functional Skills. The Minimum Core of language, literacy, maths and ICT is embedded within Modules 2, 3 and 4 (to cover units: *Planning and enabling learning*, *Enabling learning and assessment* and *Theories and principles for planning and enabling learning*; see module assessment grids). Broad support should be available to candidates according to identified needs.

City & Guilds recommends that centres provide an induction programme to ensure that the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, is available in the *Centre toolkit*.

Candidates should have a placement or be employed in an appropriate role before progressing beyond Module 1 *PTLLS*. This should be checked by centre staff.

## 5 Course design and delivery

### 5.2 Recommended delivery strategies

#### Delivery

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

Centres may design programmes of study in any way that

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification
- addresses the wider curriculum, where appropriate.

In particular, staff should consider the skills and knowledge related to the new professional standards, Functional Skills and other related qualifications.

#### Contact and non-contact hours

According to the rules of the Qualifications and Credit Framework (QCF), **360** contact hours are allocated for programme delivery; this includes group tutorials and the candidate delivery of the theory aspect of the assessments. A further **840** hours is recommended for non-contact time, which will cover the candidates' individual tutorial support time, developmental activities, research, self-study and teaching practice. A record of the contact hours should be maintained by the centre.

Centres should note that contact and non-contact hours are **notional** and should be used as a guide. It is at the discretion of individual centres as to how they manage the delivery of the qualification requirements. Provided that these are met, centres have the flexibility to deliver the qualification in as many hours as they deem appropriate. Centres should, however, take into consideration that funding will be based on the recommended contact and non-contact hours.

Delivery of the qualification is modular. Part one (Modules 1, 2, 3 and 4) **must** be delivered and assessed in numerical order and prior to the three modules in Part two. There is no requirement to deliver Part two modules chronologically. All of the learning outcomes, content and assessment activities should be covered as part of the centre's programme / scheme of work. Provided that the requirements for the qualification are met, tutors may design programmes in any way that they feel best meets the needs and capabilities of the candidates. Centres may wish to introduce other topics as part of the programme, for example to meet local needs. These should not be assessed.

As a developmental activity, candidates can observe an experienced practitioner. This does not form part of the assessments, but is regarded as good practice.

The following themes should be taught, where appropriate, as strands running through each of the units within the qualification. Although they are not specifically referred to in the content of individual modules, City & Guilds regards these as essential in the teaching of the programme:

- health and safety considerations, in particular the need to impress upon candidates the fact that they must preserve the health and safety of others as well as themselves
- Key Skills such as Communication, Application of Number, Information Technology, Working With Others, Improving Own Learning, and Performance and Problem Solving
- Functional Skills (Mathematics, English and ICT)
- inclusion, entitlement and equality issues
- spiritual, moral, social and cultural issues

- environmental education and related European issues.

## Teaching Practice

Teaching practice is central to the development of teachers, and should be subject to careful management by centre staff. This should include:

- ensuring that regulatory requirements are met. For example, teaching in a regulated location, teaching across two different levels, the number of hours delivered, etc
- ensuring that teaching practice observations are scheduled throughout the programme to contribute to the ongoing development of the teacher. It is important that observations are not end-loaded, and that they are completed before the end of the course programme
- completion of relevant records by observers during observation, using the recommended pro formas. Form 10 is strongly recommended for use when candidates include assessment in their session delivery
- module / unit content and specification for modules / units undertaken by candidate's are considered by observers when planning and recording observations.

Teaching practice **must** be undertaken across at least two levels of the candidate's subject specialism.

## Teaching Practice Portfolio

Only **one** Teaching Practice Portfolio is required across the full programme. The portfolio should be a concise log of teaching practice undertaken and should include the candidate's log of 150 hours teaching by the course team, involving observations of at least eight hours of their teaching in total, six hours of which **must** be in a subject specific context. It should contain evidence relating to their learners, session planning, delivery and evaluation. It will include at least eight observations of their teaching by the course team. Form 9, Appendix 1 is provided for this purpose, although alternatives are acceptable. All points however, must be covered.

## Teaching Practice Observation

Teaching practice observers must be qualified subject specialists in the area that they are observing and must record any outcomes that demonstrate candidates' approaches to challenging and / or discriminatory behaviours in the learning environment. A total of **eight hours** over a minimum of eight occasions must be observed, of which at least **six hours** over at least **six** occasions must be in a subject specific context by an appropriate subject specialist observer. Observations should cover Skills for Life specialist teaching and learning, across a minimum of two different levels (SfL curriculum).

**Teaching observation excludes observed practice completed as part of the 7303 PTTLS qualification or PTTLS unit, or mentor observations.**

Mentors are encouraged to observe candidates in addition to the required tutor observations.

Teaching practice must be in an appropriate learning and skills setting, and centres must maintain a list of approved locations.

Candidates' practice **must** be observed throughout the duration of the programme Form 6 *Observation Report* should be used for this purpose. Whilst each observation **must** be for a minimum of 30 minutes, it is recommended that most observed sessions would be for a minimum of one hour.

Following observed sessions, constructive and developmental feedback should be given to candidates. Tutors / Observers should use their professional judgement when making decisions, and be able to justify them.

## **Reflective Learning Journal**

Candidates are required to write a Reflective Learning Journal from the commencement of the programme, which encompasses their own learning and teaching practice. The journal entries must provide the basis for meeting the required assessment outcomes. Only **one** Reflective Learning Journal is required across the full programme.

## **Use of documentation**

City & Guilds strongly recommends that centres use all pro formas provided. Please see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documentation must be agreed with the External Verifier.

## **Learning resources**

Centres must provide an adequate learning environment. Candidates must have access to resources that reflect the level and nature of the qualification. Centres must provide access to a range of reading materials which support the taught content of the qualification. A suggested reading list is provided in Section 5.3 *Suggested reading* in this publication.

City & Guilds will provide full support for this qualification via **[www.SmartScreen.co.uk](http://www.SmartScreen.co.uk)**, our online learning portal.

## 5 Course design and delivery

### 5.3 Suggested reading

City & Guilds recommends the following resources for the 7305 *Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector* qualification.

#### Required texts

Title	Available from
LLUK (2007) <i>Developing qualifications for teachers, tutors and trainers in the Lifelong Learning Sector in England: subject specific qualifications for subject specialist teachers of English (ESOL)</i> .	<a href="http://www.lluk.org.uk">www.lluk.org.uk</a>
LLUK (2007) <i>Addressing literacy, language, numeracy and ICT needs in education and training: defining the Minimum Core of teachers' knowledge, understanding and personal skills</i> .	
LLUK (2007) <i>Criteria for entry to Mathematics (Numeracy) and English (Literacy and ESOL) Teacher Training in the Lifelong Learning Sector</i> .	

#### Introductory texts

Title	ISBN
Cowley, S. (2006) <i>Getting the Buggers to Behave</i> . Continuum International Group.	0826489125
Curzon, L., B. (2003) <i>Teaching in Further Education</i> . Continuum International Publishing Group.	0826471153
Daines, J., Daines, C., and Graham, B. (2006) <i>Adult Learning, Adult Teaching</i> . Welsh Academic Press.	1860571158
Gravells, A. (2006) <i>Delivering Adult Learning – Level 3 Coursebook</i> . Learning Matters.	1844450643
Gravells, A. (2007) <i>Preparing to Teach in the Lifelong Learning Sector - Learning Matters</i> .	1844451173
Petty, G. (2004) (3rd Edn) <i>Teaching Today</i> . Nelson Thornes.	0748785256
Reece, I., and Walker, S. (2006) (6th rev edn) <i>Teaching, Training and Learning: A Practical Guide</i> . Business Education Publishers Ltd.	1901888460
Tummons, J. (2007) <i>Assessing Learning in the Lifelong Learning Sector</i> . Learning Matters.	1844451005
Tummons, J. (2007) <i>Becoming a Professional Tutor in the Lifelong Learning Sector</i> . Learning Matters.	1844450770
Wallace, S. (2007) <i>Managing Behaviour in the Lifelong Learning Sector</i> . Learning Matters.	1844451012
Wallace, S. (2007) <i>Teaching, Tutoring and Training in the Lifelong Learning Sector</i> . Learning Matters.	1844450909

## Subject specific English (ESOL) texts

### Title

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Carter, R., and Nunan, D. (2001) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press

---

DfES (2002) *Adult ESOL Core Curriculum*. London: DfES

---

Department for Education and Skills (2000) *Breaking the Language Barrier: Report of the Working Group on ESOL*. London: DfES

---

Department for Education and Skills (2002) *Materials for Assessing English for Speakers of Other Languages (ESOL)*. London: DfES

---

Grief, S., and Murphy, H., et al. (2002) *Opening up a new world – a good practice guide for delivering basic skills and ESOL in the local community*. Leicester: NIACE

---

Department for Education and Skills (2002) *Materials for Assessing English for Speakers of Other Languages (ESOL)*. London: DfES

---

Harmer, J. (1991) (3rd edn) *The Practice of English Language Teaching*. Harlow: Longman

---

Ivanic, R. (1996) 'Linguistics and the logic of non-standard punctuation' In Hall, N., and Robinson, A. (eds.) *Learning to punctuate*. Cleveland: Multilingual Matters

---

Jordan, J. (1992) *An Introduction to teaching English as an additional language to adults*. Basic Skills Agency

---

Krupska, M., and Klein, C. (1995) *Demystifying Dyslexia*. London: London Language and Literacy unit

---

Lankshear, C., Knobel, M. (2003) *New Literacies: Changing Knowledge and Classroom Learning*. Maidenhead: Open University Press

---

London Language and Literacy Unit (2001) *Teaching Basic Literacy to ESOL Learners*. (Video) London

---

Mace, J. (2002) *The Give and Take of Writing*. Leicester: NIACE

---

Moss, M., and Southend, S. (2006) *E-learning for teaching English for Speakers of Other Languages*. Leicester: NIACE

---

Moss, W. (2005) *Notes on Theories on the Teaching of Reading to Adults*. RAPAL. Bulletin No 56 Spring 2005

---

Parker, R., and Graham, T. *An introduction to the phonology of English for teachers of ESOL*. Oxford: Blackwell

---

Parry, K. (ed) (1998) *Culture, Literacy and Learning English: Voices from the Chinese Classroom*. Portsmouth: Heinemann

---

Peer, L., and Reid, G. (2000) *Multilingualism, Literacy and Dyslexia*. London: David Fulton Publishers

---

Rinvolutri, M., and Davis, P. (1995) *More Grammar Games*. Cambridge: Cambridge University Press

---

Rosenberg, S. (forthcoming 2007) *A critical history of ESOL for adults resident in the UK 1876-2005*. Leicester: NIACE

---

Sion, S. (2004) *More recipes for tired teachers: well seasoned activities for the ESOL classroom*. Alta Book Centre Publishers/Longmans

---

Spiegel, M., and Sunderland, H. (1999) *Writing Works: Using a Genre Approach for Teaching Writing to Adults and Young People in ESOL and Basic Skills classes*. London: London Language and Literacy Unit

---

Sunderland, H., et al (2001) *Dyslexia and the Bilingual Learner*. London: London Language and Literacy Unit

---

Street, B. V. (1995). *Social literacies: Critical approaches to literacy in development, ethnography and education*. New York: Longman

---

Taylor, C. (2007) *ESOL and Citizenship – A Teacher's Guide*. Leicester: NIACE

---

Thornbury, S. (1997) *About Language: tasks for teachers of English*. Cambridge: Cambridge

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University Press

---

Thornbury, S. (2005) *Beyond the Sentence*. Oxford: Macmillan

---

Tummons, J. (2007) *Assessing Learning in the Lifelong Learning Sector*. Exeter: Learning Matters

---

Wallace, S. (2007) *Managing Behaviour in the Lifelong Learning Sector*. Exeter: Learning Matters

---

Wallace, S. (2007) *Teaching, tutoring and training in the Lifelong Learning Sector*. Exeter: Learning Matters

---

Ward, J. (2007) *ESOL – the context for the UK today*. Leicester: NIACE

---

Westwood, P. *Learning and Learning Difficulties. A Handbook for Teachers*. London: David Fulton Publishers

---

Windsor, V., and Healey, C. *Developing ESOL, Supporting Achievement. How theory affects delivery practice*. Leicester: NIACE

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## **DIUS resources** (formerly DfES)

### **Title**

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DfES (2004) *Planning Learning and Recording Progress and Achievement: a guide for practitioners*

---

DfES (2004) *Pathways to Proficiency. The Alignment of Language Proficiency Scales for Assessing Competence in English Language*.

---

DfES (2003) *Skills for Life: The national strategy for improving adult literacy and numeracy skills – Focus on delivery to 2007*

---

DfES (2002) *Access for All: guidance on making the Adult Literacy and Numeracy Core Curricula accessible*

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DfES (2002) *Adult Pre-entry Curriculum Framework for Literacy and Numeracy*

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DfES (2002) *Success for All*

---

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## Website addresses

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

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[www.dev3.org.uk/resources/publications/index.aspx](http://www.dev3.org.uk/resources/publications/index.aspx)

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[www.dius.gov.uk](http://www.dius.gov.uk)

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[www.dfes.gov.uk/curriculum\\_pre-en](http://www.dfes.gov.uk/curriculum_pre-en)

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[www.dfes.gov.uk/readwriteplus/Disabilities\\_Publications](http://www.dfes.gov.uk/readwriteplus/Disabilities_Publications)

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[www.ncetm.org.uk/](http://www.ncetm.org.uk/)

---

[www.nrdc.org.uk/](http://www.nrdc.org.uk/)

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

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[www.sflip.org.uk/resources/onlineelementsofcore.aspx](http://www.sflip.org.uk/resources/onlineelementsofcore.aspx) (core curricula)

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[www.sflqi.org.uk/downloads/ESOL](http://www.sflqi.org.uk/downloads/ESOL)

---

[www.talent.ac.uk](http://www.talent.ac.uk)

---

[www.toolslibrary.co.uk](http://www.toolslibrary.co.uk)

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[www.qca.org.uk](http://www.qca.org.uk)

---

[www.smartscreen.co.uk](http://www.smartscreen.co.uk)

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[www.support4learning.org.uk](http://www.support4learning.org.uk)

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[www.tes.co.uk](http://www.tes.co.uk)

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[www.totallyskilled.org.uk/awardingBody/ab.htm](http://www.totallyskilled.org.uk/awardingBody/ab.htm)

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[www.vark-learn.com](http://www.vark-learn.com)

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[www.woasfl.org](http://www.woasfl.org)

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## **Journals**

### **Title**

*Training journal*, Fenman.

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*Assessment Matters*, 'Lifetime Careers', The Careers Service for Wiltshire.

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*Adults Learning*, NIACE (National Institute for Adult Continuing Learning).

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*t Magazine*, an independent publication covering the complete spectrum of work, training and further education, and the links between them.

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## 6 Summary of assessment requirements

For this qualification, candidates will be required to complete the following:

- assessments for each mandatory module at level 4 for Part one, and level 5 for Part two as indicated below
- **150** teaching practice hours.

In addition, candidates **must** keep and maintain

- an up-to-date Reflective Learning Journal that extends across the programme from its commencement
- a Teaching Practice Portfolio according to module assessment requirements.

City & Guilds provides the following assessments:

### Part one

<b>Module No*</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
Module 1	Preparing to teach in the Lifelong Learning Sector	Level 4 theory assessment covering all five sections Level 4 practical assessment covering all five sections	Available at the end of the named module in this qualification handbook
Module 2	Introduction to teaching and learning English (ESOL)	Level 4 assessment	Available at the end of the named module in this qualification handbook
Module 3	Developing English (ESOL) literacy and language learning and teaching	Level 4 assessment	Available at the end of the named module in this qualification handbook
Module 4	Theories of inclusive language and literacy development (ESOL)	Level 4 assessment	Available at the end of the named module in this qualification handbook

## Part two

Module No*	Title	Assessment Method	Where to obtain assessment materials
Module 5	Theories and frameworks of literacy and language development in ESOL	Level 5 assessment	Provided at the end of the named module in this handbook
Module 6	Curriculum development for inclusive practice in ESOL	Level 5 assessment	Provided at the end of the named module in this handbook
Module 7	Professional practice in the Lifelong Learning Sector through continuing personal and professional development	Level 5 assessment	Provided at the end of the named module in this handbook

\*For details of component numbers for the specified modules / units above, please refer to the Online Catalogue on Walled Garden ([www.walled-garden.com](http://www.walled-garden.com)).

Modules 1, 2 and 3 which cover the *PTLLS* unit and *Planning and enabling learning* unit (see module assessment grids for these modules) **must** be delivered and assessed in numerical order and **must** 'front load' delivery of all other modules. Part one modules **must** be achieved by candidates prior to the Part two modules (see section 2.2).

## Grading and marking

Grading of assessments for this qualification is **pass** or **refer**.

## **7 Modules**

### 7.1 About the modules

#### **Structure of the modules**

The modules in this qualification are written in a standard format and comprise the following:

- title
- module reference
- module aim
- list of learning outcomes
- list of module content
- examples of teaching and training strategies
- assessment
- grading
- relationship to the professional standards
- connection with the Minimum Core (where relevant)
- module assessment tasks at level 4 for Part one and level 5 for Part two. These are mapped to assessment criteria for the relevant unit(s).

## 7 Modules

### 7.2 The modules

The 7305 *Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector* is a minimum **120** credit qualification, consisting of **seven modules** which aggregate **seven mandatory** units (total **90** credits) and **optional mandatory units** (to the total minimum value of **30** credits).

For a detailed break down of how the units of assessment are mapped into the modules, please refer to the module assessment grids provided at the end of each module.

Candidates may select their optional units to a total minimum value of 30 credits (15 credits at level 4 in Part one and 15 credits at level 5 in Part two).

For a break down of credit values for units that can be claimed upon completion of the relevant module, please refer to the Certificate of Unit Credit (CUC) table, provided in section 4.2 *Registration and certification*.

The modules within this qualification are as follows:

#### Part one

Module No*	Title
Module 1	Preparing to teach in the Lifelong Learning Sector
Module 2	Introduction to teaching and learning English (ESOL)
Module 3	Developing English (ESOL) literacy and language learning and teaching
Module 4	Theories of inclusive language and literacy development (ESOL)

#### Part two

Module No*	Title
Module 5	Theories and frameworks of literacy and language development in ESOL
Module 6	Curriculum development for inclusive practice in ESOL
Module 7	Professional practice in the Lifelong Learning Sector through continuing personal and professional development

\*For details of component numbers for the specified modules above, please refer to the Online Catalogue on Walled Garden ([www.walled-garden.com](http://www.walled-garden.com)).

To achieve the qualification, candidates must successfully complete all the module assessments covering **all** *DTLLS English (ESOL)* mandatory units **plus** those for the identified optional unit(s).

## 8 Part one modules

<b>Module No</b>	<b>Title</b>
Module 1	Preparing to teach in the Lifelong Learning Sector
Module 2	Introduction to teaching and learning English (ESOL)
Module 3	Developing English (ESOL) literacy and language learning and teaching
Module 4	Theories of inclusive language and literacy development (ESOL)

# **Module 1      Preparing to teach in the Lifelong Learning Sector**

## **Section 1      Understand own role, responsibilities and boundaries of role in relation to teaching**

### **Section aim**

The aim of this section is to enable the candidate to understand the role of the teacher and relevant legislative requirements.

### **Section content**

Centres should include the following in the delivery of this section:

- the teacher's role, responsibilities and boundaries in planning, managing and delivering learning, based around the teaching/training cycle
- ice breaker activities
- the importance of learning styles and individual differences in learning
- issues of entitlement, equality, differentiation, inclusivity and diversity, and ways to promote inclusion
- the learning environment, eg college, institution, community, work and practice-based
- the concepts of adult teaching
- points of referral available to learners
- key aspects of current, relevant legislation: eg health & safety, equal opportunities, child protection, data protection, legislation related to the candidate's area of specialism
- record keeping.

### **Assessment criteria**

At **Level 4** the candidate must be able to:

- review their own role and responsibilities, and the boundaries of their own role as a teacher
- summarise key aspects of relevant and current legislative requirements and codes of practice within a specific context
- review other points of referral available to meet the potential needs of learners
- discuss issues of equality and diversity and ways to promote inclusion
- justify the need for record keeping.

### **Assignment questions relevant to this section**

At **Level 4** candidates must:

- review what their role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle
- summarise the key aspects of current legislation and codes of practice relevant to their subject and the type of organisation within which they would like to work
- discuss how they could promote inclusion, equality and diversity with their current/future learners
- review other points of referral available to meet the potential needs of learners
- review the need for keeping records and describe the types of records they would maintain.

## Examples of teaching and learning strategies

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities
- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities
- role play.

## Assessment

This section will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
- **practical skills**. The practical assessment must be issued towards the start of the programme; this is to enable the candidate plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this module.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

## Grading

Grading of assessments for this module will be **pass** or **refer**.

## Relationship to the Standards

This section contributes towards the knowledge and understanding required by LLUK's *New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England*:

- AK6.1, AP6.1
- FK1.1, FP1.1
- AK3.1
- AK7.1, AK7.2.

# **Module 1      Preparing to teach in the Lifelong Learning Sector**

## **Section 2      Understand teaching and learning approaches in the specialist area**

### **Section aim**

The aim of this section is to enable the candidate to understand teaching and learning approaches.

### **Section content**

Centres should include the following in the delivery of this section:

- teaching and learning approaches for individuals and groups
- how to embed Functional Skills in specialist areas, eg English, Maths and ICT
- challenges, barriers and attitudes to learning
- the learning environment
- use of resources, eg presentation software, overhead projector, whiteboard, learning materials etc.

**Note:** candidates do not need to design their own learning materials/handouts for their micro-teach/teaching practice delivery session.

### **Assessment criteria**

At **Level 4** the candidate must be able to:

- identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area
- evaluate a range of ways to embed elements of Functional Skills in the specialist area
- evaluate the teaching and learning approaches for a specific session.

### **Assignment questions relevant to this section**

At **Level 4** candidates must:

- deliver a session identifying, adapting and using relevant approaches to teaching and learning in their specialist area
- evaluate a range of ways to embed elements of Functional Skills in their specialist area
- evaluate the teaching and learning approaches for their observed session.

## Examples of teaching and learning strategies

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities
- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities
- role play.

## Assessment

This section will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
- **practical skills**. The practical assessment must be issued towards the start of the programme; this is to enable the candidate plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this module.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

## Grading

Grading of assessments for this module will be **pass** or **refer**.

## Relationship to the Standards

This section contributes towards the knowledge and understanding required by LLUK's *New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England*:

- CK3.1, CP3.1
- CK3.3

# **Module 1      Preparing to teach in the Lifelong Learning Sector**

## **Section 3      Demonstrate session planning skills**

### **Section aim**

The aim of this section is to enable the candidate to plan and prepare teaching and training sessions.

### **Section content**

Centres should include the following in the delivery of this section:

- the range of organisations that provide learning
- individual needs and differentiation
- writing realistic aims/objectives and outcomes
- how to structure, plan and produce a learning programme/scheme of work
- how to structure and produce session plans.

### **Assessment criteria**

At **Level 4** the candidate must be able to:

- plan a teaching and learning session which meets the needs of individual learners
- evaluate how the planned session meets the needs of individual learners
- analyse the effectiveness of resources for a specific session.

### **Assignment questions relevant to this section**

At **Level 4** candidates must:

- produce a learning programme/scheme of work in their subject area, for a minimum of six sessions. The length of each session is to be agreed between the candidate and tutor
- produce at least one session plan for a minimum of 30 minutes from the scheme of work
- after delivery of the observed session, evaluate how it met the needs of individual learners and analyse the effectiveness of the resources used.

### **Examples of teaching and learning strategies**

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities
- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities
- role play.

## Assessment

This section will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
- **practical skills**. The practical assessment must be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this module.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

## Grading

Grading of assessments for this module will be **pass** or **refer**.

## Relationship to the Standards

This section contributes towards the knowledge and understanding required by LLUK's *New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England*:

- DK1.2, DP1.2
- DK3.1, DP3.1.

# **Module 1      Preparing to teach in the Lifelong Learning Sector**

Section 4      Understand how to deliver inclusive sessions which motivate learners

## **Section aim**

The aim of this section is to enable the candidate to understand how to deliver inclusive sessions which motivate learners, and to engage in reflective practice.

## **Section content**

Centres should include the following in the delivery of this section:

- consolidation of learning from Sections 1, 2 and 3
- how to create a good working relationship with learners
- the importance of communication skills and motivation
- setting ground rules
- ways of reviewing own progress and performance
- ways of providing feedback
- opportunities for professional development.

**Note:** ground rules do not need to be demonstrated as part of the micro-teach/teaching practice delivery session.

## **Assessment criteria**

At **Level 4** the candidate must be able to:

- analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others
- use a range of appropriate and effective teaching and learning approaches to engage and motivate learners
- explain different methods in giving feedback
- demonstrate good practice in giving feedback
- communicate appropriately and effectively with learners
- reflect on and evaluate the effectiveness of own teaching, making recommendations as appropriate.

## **Assignment questions relevant to this section**

At **Level 4** candidates must:

- analyse different ways in which they would establish ground rules with their learners, which underpin behaviour and respect for others
- deliver micro-teaching/teaching practice sessions, demonstrating a selection of teaching, learning and feedback approaches to engage and motivate learners. They need to communicate appropriately and effectively with their learners. (Minimum 30 minutes of delivery.)
- obtain feedback from the tutor/observer, completing a self-evaluation to reflect and evaluate the effectiveness of their teaching role
- complete a reflective learning journal after each assessment and/or sessions attended. Candidates may choose their own format for learning journals throughout the programme. However, Appendix 1, Form 8 should be used to summarise each assessment

- at the end of the programme, complete a summative profile and action plan.

Centres are strongly recommended to make a visual recording of at least one of the candidate's micro-teach/teaching practice sessions. It may be beneficial for candidates to view the recording in their own time to enhance effective self-evaluation. The recording should also be used to provide additional evidence for the internal and external verifier.

Delivery excludes time for preparing and clearing the area and feedback from peers and the observer. All delivered sessions must be observed by the tutor or a member of the programme team (except the Internal Verifier).

## Examples of teaching and learning strategies

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities
- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities
- role play.

## Assessment

This section will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
- **practical skills**. The practical assessment must be issued towards the start of the programme; this is to enable the candidate plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this module.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

## Grading

Grading of assessments for this module will be **pass** or **refer**.

## Relationship to the Standards

This section contributes towards the knowledge and understanding required by LLUK's *Professional Standards for Teachers, Tutors, Trainers and Assessors in the Lifelong Learning Sector in England*:

- BK1.2, BP1.2
- BK2.2, BP2.2
- EK4.1, EP4.1
- BK3.1, BP3.1, BK3.2, BP3.2
- BK2.6, BP2.6

# **Module 1      Preparing to teach in the Lifelong Learning Sector**

## **Section 5      Understand the use of different assessment methods and the need for record keeping**

### **Section aim**

The aim of this section is to enable the candidate to understand the use of different assessment methods and the need for record keeping.

### **Section content**

Centres should include the following in the delivery of this section:

- different assessment methods, eg observation, questions, tests etc
- the use of assessment methods in different contexts, eg formal and informal
- types of assessment, eg initial, formative, summative
- types of assessment records.

**Note:** candidates do not need to design or use formal assessment during their micro-teach/teaching practice delivery session.

### **Assessment criteria**

At **Level 4** the candidate must be able to:

- review a range of different assessment methods
- evaluate the use of assessment methods in different contexts, including reference to initial assessment
- justify the need for record keeping in relation to assessment.

### **Assignment questions relevant to this section**

At **Level 4** candidates must:

- review a range of different assessment methods available and evaluate the ones they would use for their subject area, including reference to initial assessment
- justify the types of assessment records they would complete and explain why.

### **Examples of teaching and learning strategies**

Teaching and learning strategies could include:

- ice breaker activities
- group discussions/activities
- micro-teaching
- presentations
- simulations
- case studies
- completion of learning-style questionnaires
- workshop activities
- reading
- research activities
- role play.

## Assessment

This section will be assessed by **two** assessments covering:

- **theory**. This must be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.
- **practical skills**. The practical assessment must be issued towards the start of the programme; this is to enable the candidate plan and prepare delivery of their teaching practice/micro-teach session and be observed.

The assessments are provided at the end of this module.

Group work is **not** acceptable for either assessment, and candidates must evidence that they have individually met the required standards outlined in each assessment.

## Grading

Grading of assessments for this module will be **pass** or **refer**.

## Relationship to the Standards

This section contributes towards the knowledge and understanding required by LLUK's *New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England*:

- EK1.1, EP1.1
- EK1.2, EP1.2
- EK5.1, EP5.1
- EK5.2, EP5.2

# Module 1      Preparing to teach in the Lifelong Learning Sector

## Level 4 theory assessment

### About this assessment

This assessment is to be used to assess candidates undertaking the **theory** section of Module 1 *Preparing to teach in the Lifelong Learning Sector* at **level 4**. Pro formas recommended for use with this assessment are provided in Appendix 1.

This assessment can be taken by pre-service or in-service candidates. Pre-service candidates may answer hypothetically, basing their responses around their chosen specialist subject.

### Instructions for candidates

Candidates are required to complete the following tasks listed below. The tasks may be completed in any order and marked formatively throughout the programme.

- 1      Review what your role, responsibilities and boundaries as a teacher would be in terms of the teaching/training cycle.  
Recommended word count: 500-700 words.
- 2      Summarise the key aspects of current legislative requirements and codes of practice relevant to your subject and the type of organisation within which you would like to work.  
Recommended word count: 250-350 words.
- 3      Discuss issues of equality and diversity and ways to promote inclusion with your learners. Review other points of referral available to meet the potential needs of learners.  
Recommended word count: 300-400 words.
- 4      Analyse different ways in which you would establish ground rules with your learners, which underpin behaviour and respect for others.  
Recommended word count: 250-350 words.
- 5      Evaluate a range of ways to embed elements of Functional Skills in your specialist area.  
Recommended word count: 300-400 words.
- 6      Justify the need for keeping records and describe the types of records you would maintain.  
Recommended word count: 400-600 words.
- 7      Review a range of different assessment methods available and explain the ones you would use for your subject area. Evaluate the use of assessment methods in different contexts, including reference to initial assessment. Justify the types of assessment records you would complete and explain why.  
Recommended word count: 400-600 words.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory, principles and practice
- evidence of research and reading

- evidence of consideration of practice that is in accordance with professional values
- an academic style of writing, in which a recognised system of referencing is used; the Harvard system is recommended. Writing should be concise, and candidates should provide evidence of careful planning.

Centres are **strongly recommended** to use the pro formas provided; see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

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

## **Grading**

Grading of assessments for this unit is **pass** or **refer**.

# Module 1      Preparing to teach in the Lifelong Learning Sector

## Level 4 practical assessment

### About this assessment

This assessment is to be used to assess candidates undertaking the **practical** section of Module 1 *Preparing to teach in the Lifelong Learning Sector* at **level 4**. Pro formas recommended for use with this assessment are provided in Appendix 1.

### Instructions for Candidates

Candidates are required to complete the following tasks listed below. The tasks may be completed in any order and marked formatively throughout the programme.

- 1      Produce a learning programme/scheme of work in your subject area, for a minimum of six sessions (the length of each session is to be agreed between yourself and your tutor).  
Use Form 3 in Appendix 1, or equivalent.
- 2      Produce at least one session plan for a minimum of 30 minutes, from the scheme of work  
Use Form 4 in Appendix 1, or equivalent.
- 3      Deliver the micro-teach/teaching practice session(s), identifying, adapting and using relevant approaches to engage and motivate learners in relation to your specialist area. You need to communicate appropriately and effectively with learners (total minimum 30 minutes of delivery).
- 4      Evaluate the teaching and learning approaches and effectiveness of resources for your observed session. Evaluate how your session met the needs of individual learners.  
Recommended word count: 250-450 words.
- 5      Explain the different methods of giving feedback and demonstrate good practice in giving feedback to your peers. Complete a self evaluation to reflect on and evaluate the effectiveness of your own teaching and feedback methods. (Peer feedback is applicable to micro-teach session only).  
Use Forms 12 and 7 in Appendix 1.  
Recommended word count: 250-450 words.
- 6      Complete a reflective learning journal after each assessment task and/or session attended throughout the PTLLS programme.  
Use Appendix 5.
- 7      At the end of the programme, complete a summative profile and action plan.  
Use Form 11 in Appendix 1.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory, principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values

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

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

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6. The exception to this is if a centre already has standard programmes/schemes of work and session plans which fulfil the assessment criteria. All documents must be agreed with the External Verifier if this is the case.

Centres are strongly recommended to make a visual recording of at least one of the micro-teach/teaching practice delivery sessions. It may be beneficial for candidates to view the recording in their own time to enhance effective self-evaluation. The recording should also be used to provide additional evidence for the Internal and External Verifier.

## **Grading**

Grading of assessments for this unit will be **pass** or **refer**.

## Module 2      Introduction to teaching and learning English (ESOL)

### Aim

The aim of this module is to enable candidates to gain an introduction to the skills needed to teach ESOL (English for Speakers of Other Languages) in the Lifelong Learning Sector. Candidates are introduced to the Skills for Life strategy, the learning journey, barriers to learning for Skills for Life learners, including issues around diversity and inclusion. It will also introduce key approaches to developing reading, writing, speaking and listening skills; the design of session plans and appropriate teaching/learner resources. Candidates will develop reflective practice skills, including understanding their own role, responsibilities and relevant codes of conduct and legislation in relation to their teaching.

During this module candidates will undertake teaching practice. It is recommended that candidates observe a subject specialist teacher.

### Learning outcomes

There are **seven** outcomes to this module. The candidate will be able to:

- understand current theories and principles relating to language acquisition and bilingualism and how to apply them in the teaching of literacy and language
- understand his/her own role, responsibilities and boundaries as a teacher
- understand the Skills for Life core curricula and context including barriers to learning
- understand key approaches to developing reading, writing, speaking and listening in learners
- plan for learning taking into account equality and diversity issues
- develop accessible resources which support learners' skills development
- reflect on own teaching practice and observations.

### Module content

Centres should include the following in the delivery of this module:

- theories of first language acquisition and second language acquisition and learning
- approaches to language and literacy teaching associated with theories of first and second language acquisition and learning
- the teacher's role, responsibilities and boundaries in planning, managing and delivering learning, based on the learning cycle
- key aspects of current legislation and codes of practice, both generic and subject specific
- the Skills for Life strategy including an outline of Skills for Life learners
- the Skills for Life curricula, particularly Adult Literacy and Access for All
- personal, social, cultural factors which affect learning and learners and the impact on achievement
- barriers to learning
- diversity and inclusion issues relating to literacy learners and the learning environment
- the impact and implications of physical disabilities, sensory impairment, mental health issues, dyslexia and dyscalculia for literacy learners; strategies for supporting learners in literacy settings

- how to communicate effectively with learners, drawing on theories and principles of learning and communication
- key approaches to developing reading, writing, speaking and listening within authentic, communicative contexts which relate to the learners' lives and which engage and motivate learners
- the interdependency of reading, writing, speaking and listening
- how language can be described and analysed
- the value of using meta language with learners to support the development of learners' understanding of language
- introduction to Individual Learning Plans (ILPs) and target setting; the importance of record keeping
- the relevance of literacy learners' experiences, backgrounds, goals and aspirations in the development of ILPs
- the role and value of different assessment methods including and evaluation of assessments in different contexts and the need for record keeping
- the design, development and justification of session plans; an understanding of how they can be used to meet the aims and needs of individual learners and groups
- approaches to the selection, adaptation, use and justification for a range of resources to promote inclusive learning and teaching; issues of equality and diversity in resource use and selection
- the importance of using learning activities and resources which relate to literacy learners' life goals, language and literacy use and which equip learners to use their language and literacy skills to effect change
- the use and value of effective feedback as a tool for learning and progression including demonstration of good practice in giving feedback
- the need for continuous personal and professional self development
- the use of reflection, evaluation and feedback with reference to theories of learning and communication to develop an effective reflective practitioner in terms of professional values and practice, learning and teaching, planning for learning, assessment for learning, and access and progression issues.

## Examples of teaching and learning strategies

Teaching and learning strategies could include:

- ice breaker activities
- group discussions
- pair work
- sessions
- case studies
- workshop activities
- reading
- research activities.

## Assessment

This module is assessed through assessment tasks provided at the end of this module. The assessment comprises the following level 4 units of assessment (see assessment grid for this module for details of assessment criteria coverage for the relevant unit):

- elements of *Planning and enabling learning, English (ESOL)*
- elements of level 4 optional unit *Literacy, ESOL and the learners*.

The assessments **must** be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.

Assessments **must** be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice sessions and be observed.

Group work is **not** acceptable for this assessment.

Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.

## Grading

Grading of assessments for this module is **pass** or **refer**.

## Relationship to the Standards

This module contributes to the knowledge and understanding required by LLUK's *New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* in England for the following units of assessment:

### Units of assessment

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Planning and enabling learning, English (ESOL)

---

Literacy, ESOL and the learners

### Informed by Application Document (English) elements

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A1, A2, A3, B1, B2, B3, B4, B11, C6, C11, C12, C22, C23, D3, D4, E1, E5, F1, F2,

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## Connection to the Minimum Core

When delivering this module, centres must develop elements of the Minimum Core in literacy, numeracy, language and ICT. Centres **must** refer to the LLUK guidance document *Addressing literacy, language, numeracy and ICT needs in education and training: defining the Minimum Core of teachers' knowledge, understanding and personal skills* ([www.lluk.org](http://www.lluk.org)). The module offers opportunities to demonstrate the knowledge and understanding elements of the Minimum Core for:

### Planning and enabling learning, English (ESOL) unit

- **Literacy and language**
  - personal, social and cultural factors influencing the development of literacy and language skills
    - the main learning disabilities and difficulties relating to language learning and skill development
    - the importance of context in language use and the influence of communicative situation
  - explicit knowledge about language and of the four skills: speaking, listening, reading and writing
    - speaking
      - making appropriate choices in oral communication episodes
    - listening
      - listening effectively
    - reading
      - knowledge of how textual features support reading
    - writing
      - communicating the writing process
      - using genre to develop writing
- **Personal language skills**

- speaking
  - expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message
  - showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others
  - using appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening
  - using non-verbal communication to assist in conveying meaning and receiving information and recognising its use by others
- listening
  - listening attentively and responding sensitively to contributions made by others
- reading
  - find, and select from a range of reference material and sources of information, including the internet
  - use and reflect on a range of reading strategies to interpret texts and to locate information or meaning
  - identify and record the key information or messages contained within reading material using note-taking techniques
- writing
  - write fluently, accurately and legibly on a range of topics
  - select appropriate format and style of writing for different purposes and different readers
  - use spelling and punctuation accurately in order to make meaning clear
  - understand and use conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written texts.
- **Numeracy**
  - personal, social and cultural factors influencing the development of numeracy skills
    - the main learning difficulties and disabilities relating to number skills learning and development
  - explicit knowledge of key numeracy dimensions, processes and content
    - communication
      - communicating processes and understandings
      - processes
        - a knowledge of the capacity of numeracy skills to support problem solving
        - making sense of situations and representing them
        - processing and analysis
        - using numeracy skills and content knowledge
        - interpreting and evaluating results
        - communicating and reflecting on own findings
  - personal numeracy skills
    - communication
      - communicate with others about numeracy in an open and supportive manner
      - assess own, and other people's, understanding

- express yourself clearly and accurately
  - communicate about numeracy in ways that suits and supports the intended audience, and recognises such use by others
  - use appropriate techniques to reinforce oral communication and check how well the information is received and support understanding of those listening
- processes
  - use strategies to make sense of a situation requiring the application of numeracy
  - process and analyse data
  - use generic content knowledge and skills
  - make decisions concerning content knowledge and skills
  - understand the validity of different methods
  - consider accuracy, efficiency and effectiveness when solving problems and reflect on what has been learnt
  - make sense of data
  - select appropriate format and style for communicating findings
- **Information and Communication Technology (ICT)**
  - personal, social and cultural factors influencing the development of ICT skills
    - the main learning disabilities and difficulties that hinder ICT learning and skill development
  - explicit knowledge about ICT
    - communication
      - making and using decisions about understanding
      - communicating processes and understanding
  - processes
    - purposeful use of ICT
    - essential characteristics of ICT
    - how learners develop ICT skills
  - personal ICT skills
    - communication
      - communicate with others with/about ICT in a open and supportive manner
      - assess own, and other people's, understanding
      - express yourself clearly and accurately
      - communicate with/about ICT in ways that suits and supports the intended audience, and recognises such use by others
      - use appropriate techniques to reinforce oral communication, check how well the information is received and support understanding of those listening
  - processes
    - using ICT systems
      - finding, selecting and exchanging information
      - developing and presenting information.



## Module 2 Introduction to teaching and learning English (ESOL)

### Assessment

#### About this assessment

This assessment is to be used to assess candidates undertaking:

Module 2 Introduction to teaching and learning English (ESOL):

Candidates are required to undertake the tasks listed in the assessment grid below. Detailed against the tasks are the relevant assessment criteria from the units covered by this module. The listed criteria **must** be used by both candidates planning the work to be done for the tasks and by the tutors assessing them.

During this module candidates are expected to undertake teaching practice and be observed. Satisfactory observation reports of a candidate's teaching must be kept in the candidate's Teaching Practice Portfolio. Centres are recommended to build observation of a candidate's teaching into the assessment tasks. For further guidance on teaching practice observation, please refer to section 5.2 *Recommended delivery strategies* in this handbook.

#### Assessment tasks

Assessment tasks		Units covered in this module assessment	
		Planning and enabling learning, English (ESOL)	Literacy, ESOL and the learners
		Unit assessment criteria to be covered within task ▼	
1	<b>Teaching Practice Portfolio</b>		
	Candidates will need to produce a profile of a group of learners they are working with, and include the following in their Teaching Practice Portfolio:		

Assessment tasks		Units covered in this module assessment			
		Planning and enabling learning, English (ESOL)		Literacy, ESOL and the learners	
		Unit assessment criteria to be covered within task ▼			
a	four session plans and a scheme of work for one programme for an individual / small group of English (ESOL) learners, with a rationale and evaluation	2.3	Devise and justify session plans which meet the aims and needs of individual learners and/or groups	2.1	Discuss how language and literacy are acquired and learnt
		2.4	Analyse ways in which session plans can be adapted to the individual needs of learners	2.2	Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning
		2.5	Plan the appropriate use of a variety of delivery methods, justifying the choice		
		3.1	Select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met		
b	materials used in teaching two sessions	3.4	Select / adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching		
c	evaluation of assessment, sessions and materials	1.2	Describe and evaluate different methods of initial assessment for use with learners		2.3 Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning

Assessment tasks		Units covered in this module assessment			
		Planning and enabling learning, English (ESOL)		Literacy, ESOL and the learners	
		Unit assessment criteria to be covered within task ▼			
		2.1	Establish and maintain an inclusive learning environment		
		3.2	Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning		
		3.4	Select / adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching		
d	any notes of meetings with tutor and resulting action plans	6.1	Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate		
<b>2</b>	<b>Assignment(s)</b>				
	Candidates are required to:				
a	produce a case study of <b>one</b> ESOL learner, including barriers to learning and goals or targets for English literacy learning (1000 words)			1.2	Discuss the ways in which language and literacy use can vary according to context

Assessment tasks		Units covered in this module assessment		
		Planning and enabling learning, English (ESOL)	Literacy, ESOL and the learners	
		Unit assessment criteria to be covered within task ▼		
			1.3	Use key grammatical, lexical and phonological terms appropriately
			2.1	Discuss how language and literacy are acquired and learnt
			2.2	Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning
			2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning
<b>3</b>	<b>Reflective Learning Journal</b>			
	Candidates are required to:			
a	set up their own Reflective Learning Journal based on observations of English (ESOL) classes/groups and own teaching. For this module, the focus for the journal should be on English (ESOL) teaching and learning methods.		2.1	Discuss how language and literacy are acquired and learnt
			2.2	Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning

## Instructions for Tutors

- 1 Group work is **not** acceptable for this assessment.
- 2 Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.
- 3 This assessment **must** be used in conjunction with the assessment outcomes for this module. A clear audit trail must be provided, showing that each assessment outcome has been met, and where it can be found.
- 4 Word counts are notional and are to be used for guidance purposes.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory, principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values
- an academic style of writing, in which a recognised system of referencing is used; the Harvard system is recommended. Writing should be concise, and candidates should provide evidence of careful planning.

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

## Grading

Grading of assessments for this module is **pass** or **refer**.



# Module 3      Developing English (ESOL) literacy and language learning and teaching

## Aim

The aim of this module is to enable candidates to gain an introduction to the personal, social and cultural factors which influence literacy and language use in an ESOL setting. It addresses the principles of initial screening, diagnostic, formative and summative assessment, and the role that assessment plays in informing schemes of work and differentiated session plans. It also introduces general teaching strategies and resource development skills which promote inclusive learning, and strategies for classroom management. Candidates will begin to develop language analysis skills, and consider language change and factors relating to language variety, including: Standard English, regional and international varieties.

During this module, candidates will undertake teaching practice.

## Learning outcomes

There are **eight** outcomes to this module. The candidate will be able to understand:

- theories and application of language acquisition and development
- language variety and change
- planning and implementation of formal and informal assessment and differentiate learners' needs
- how to use the meta-language needed for language analysis
- the role of ICT in developing learners' literacy and language skills
- how to identify the underpinning literacy, language and numeracy skills in vocational programmes and undertake a skills audit
- how to evaluate a range of teaching strategies and resources
- how to evaluate own skills in relation to the Minimum Core of literacy, language, numeracy and ICT.

## Module content

Centres should include the following in the delivery of this module:

- how spoken and written language is determined by social, cultural and linguistic factors and how these factors influence learners' goals and aspirations
- the role of context in language choice
- language variety and change including Standard English and other forms; the dynamic nature of English; varieties and dialects of English;
- English as global language and its use for technology, media, commerce, science and other fields
- the changing nature of literacy and texts, including the move from page to screen and the development of multimedia texts
- an introduction to current theories and principles of language acquisition and bilingualism
- teaching and learning approaches associated with theories and principles of language acquisition and bilingualism
- current theories and principles of literacy learning and development

- applying theories of literacy learning and development to literacy teaching practice and evaluating a range of literacy teaching and learning strategies including whole group and small group teaching
- classroom management skills and group development
- planning for differentiation
- the effects of teacher confidence, enthusiasm and specialist knowledge in promoting language and literacy development; how to build confidence in literacy and ESOL learners through valuing prior learning and experience, breaking down tasks into steps in order to create opportunities for success
- the meta-language needed for language analysis
- how language is analysed at text, sentence and word levels
- how to analyse learners' writing at text, sentence and word levels
- introduction to phonics and its role in reading and writing
- assessment – introduce theories, principles and applications of formal and informal assessment and their roles in learning and evaluation; difference between assessment for and assessment of learning
- equality, diversity and assessment
- planning, designing and carrying out formal and informal assessment to enable learning and progression including peer and self assessment
- selecting different forms of assessment to use in different contexts, eg initial, diagnostic, formative, summative
- appropriate recording systems for assessment
- assessment tools which reflect learners' real life language and literacy use
- reflection on own practice of assessment and identifying ways to improve own practice
- providing opportunities for learners and others to provide feedback to inform own practice
- introduction to embedding literacy, language and numeracy into programmes of learning
- introduction to the Minimum Core for literacy, language, numeracy and ICT
- language and numeracy – strategies for developing the language of numeracy with literacy learners.

## **Examples of teaching and learning strategies**

Teaching and learning strategies could include:

- collaborative learning
- reciprocal teaching
- whole class teaching
- small group work
- pair work
- sessions
- case studies
- workshop activities
- reading
- research activities.

## **Assessment**

This module is assessed through assessment tasks provided at the end of this module. The assessment comprises the following level 4 units of assessment (see assessment grid for this module for details of assessment criteria coverage for the relevant unit):

- elements of *Planning and enabling learning, English (ESOL)*
- *Enabling learning and assessment, English (ESOL)*
- elements of optional unit *Literacy, ESOL and the learners*

The assessments **must** be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.

Assessments **must** be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice sessions and be observed.

Group work is **not** acceptable for this assessment.

Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.

## Grading

Grading of assessments for this module is **pass** or **refer**.

## Relationship to the Standards

This module contributes to the knowledge and understanding required by LLUK's *New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* in England for the following units of assessment:

### Units of assessment

### Informed by Application Document (English) elements

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Literacy, ESOL and the learners

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A1, A2, A3, A5, B1, B2, B4, B5, B6, B7, B8, B9, B10, B11, B12, C1, C4, C6, C7, C8, C9, C10, C11, C12, C13, C14, C21, D3, D4, E1, E2, E3, E4, E5

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Planning and enabling learning, English (ESOL)

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Enabling Learning and Assessment, English (ESOL)

## Connection to the Minimum Core

When delivering this module, centres must develop elements of the Minimum Core in literacy, numeracy, language and ICT. Centres **must** refer to the LLUK guidance document *Addressing literacy, language, numeracy and ICT needs in education and training: defining the Minimum Core of teachers' knowledge, understanding and personal skills* ([www.lluk.org](http://www.lluk.org)). The module offers opportunities to demonstrate the knowledge and understanding elements of the Minimum Core for:

### Planning and enabling learning, English (ESOL) unit

#### • Literacy and language

- personal, social and cultural factors influencing the development of literacy and language skills
  - the main learning disabilities and difficulties relating to language learning and skill development
  - the importance of context in language use and the influence of communicative situation
- explicit knowledge about language and of the four skills: speaking, listening, reading and writing
  - speaking
    - making appropriate choices in oral communication episodes
  - listening
    - listening effectively
  - reading

- knowledge of how textual features support reading
  - writing
    - communicating the writing process
    - using genre to develop writing
- **Personal language skills**
  - speaking
    - expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message
    - showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others
    - using appropriate techniques to reinforce oral communications, check how well the information is received and support the understanding of those listening
    - using non-verbal communication to assist in conveying meaning and receiving information and recognising its use by others
  - listening
    - listening attentively and responding sensitively to contributions made by others
  - reading
    - find, and select from a range of reference material and sources of information, including the internet
    - use and reflect on a range of reading strategies to interpret texts and to locate information or meaning
    - identify and record the key information or messages contained within reading material using note-taking techniques
  - writing
    - write fluently, accurately and legibly on a range of topics
    - select appropriate format and style of writing for different purposes and different readers
    - use spelling and punctuation accurately in order to make meaning clear
    - understand and use conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written texts.
- **Numeracy**
  - personal, social and cultural factors influencing the development of numeracy skills
    - the main learning difficulties and disabilities relating to number skills learning and development
  - explicit knowledge of key numeracy dimensions, processes and content
    - communication
      - communicating processes and understandings
      - processes
        - a knowledge of the capacity of numeracy skills to support problem solving
        - making sense of situations and representing them
        - processing and analysis
        - using numeracy skills and content knowledge
        - interpreting and evaluating results

- o communicating and reflecting on own findings
- o personal numeracy skills
  - communication
    - communicate with others about numeracy in an open and supportive manner
    - assess own, and other people's, understanding
    - express yourself clearly and accurately
    - communicate about numeracy in ways that suits and supports the intended audience, and recognises such use by others
    - use appropriate techniques to reinforce oral communication and check how well the information is received and support understanding of those listening
- o processes
  - use strategies to make sense of a situation requiring the application of numeracy
  - process and analyse data
  - use generic content knowledge and skills
  - make decisions concerning content knowledge and skills
  - understand the validity of different methods
  - consider accuracy, efficiency and effectiveness when solving problems and reflect on what has been learnt
  - make sense of data
  - select appropriate format and style for communicating findings
- **Information and Communication Technology (ICT)**
  - o personal, social and cultural factors influencing the development of ICT skills
    - the main learning disabilities and difficulties that hinder ICT learning and skill development
  - o explicit knowledge about ICT
    - communication
      - making and using decisions about understanding
      - communicating processes and understanding
  - o processes
    - purposeful use of ICT
    - essential characteristics of ICT
    - how learners develop ICT skills
  - o personal ICT skills
    - communication
      - communicate with others with/about ICT in a open and supportive manner
      - assess own, and other people's, understanding
      - express yourself clearly and accurately
      - communicate with/about ICT in ways that suits and supports the intended audience, and recognises such use by others

- use appropriate techniques to reinforce oral communication, check how well the information is received and support understanding of those listening
  - processes
    - using ICT systems
      - finding, selecting and exchanging information
      - developing and presenting information.

## **Enabling learning and assessment, English (ESOL) unit**

### • **Literacy and language**

- personal, social and cultural factors influencing the development of literacy and language skills:
  - potential barriers that can hinder the development of language skills
  - issues related to varieties of English, including standard English, dialects and attitudes towards them
  - the importance of context in language use and the influence of the communicative situation
- explicit knowledge about language and of the four skills: speaking, listening, reading and writing:
  - speaking
    - having a knowledge of fluency, accuracy and competence for ESOL learners
    - using spoken English effectively
  - reading
    - interpreting written texts

### • **Personal language skills**

- speaking
  - expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message
  - showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others
  - using non-verbal communication to assist in conveying meaning and receiving information and recognising its use by others
- listening
  - listening attentively and responding sensitively to contributions made by others
- reading
  - find, and select from a range of reference material and sources of information, including the internet
  - use and reflect on a range of reading strategies to interpret texts and to locate information or meaning
  - identify and record the key information or messages contained within reading material using note-taking techniques
- writing
  - write fluently, accurately and legibly on a range of topics
  - select appropriate format and style of writing for different purposes and different readers
  - use spelling and punctuation accurately in order to make meaning clear
  - understand and use conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written texts.

### • **Numeracy**

- personal, social and cultural factors influencing the development of numeracy skills
  - potential barriers that hinder development of number skills
- explicit knowledge of key numeracy dimensions, processes and content
  - communication
    - making and using decisions about understanding
  - processes
    - interpreting and evaluating results
- personal numeracy skills
  - communication
    - communicate with others about numeracy in an open and supportive manner
    - assess own, and other people's, understanding
    - express yourself clearly and accurately
    - communicate about numeracy in ways that suits and supports the intended audience, and recognises such use by others
    - use appropriate techniques to reinforce oral communication and check how well the information is received and support understanding of those listening
  - processes
    - use strategies to make sense of a situation requiring the application of numeracy
    - process and analyse data
    - use generic content knowledge and skills
    - make decisions concerning content knowledge and skills
    - understand the validity of different methods
    - consider accuracy, efficiency and effectiveness when solving problems and reflect on what has been learnt
    - make sense of data
    - select appropriate format and style for communicating findings
- **Information and communication technology (ICT)**
  - personal, social and cultural factors influencing the development of ICT skills
    - communication
      - making and using decisions about understanding
      - communicating processes and understanding
    - processes
      - how learners develop ICT skills
  - personal ICT skills
    - communication
      - communicate with others with/about ICT in a open and supportive manner
      - assess own, and other people's, understanding
      - express yourself clearly and accurately
      - communicate with/about ICT in ways that suits and supports the intended audience, and recognises such use by others
      - use appropriate techniques to reinforce oral communication, check how well the information is received and support understanding of those listening
    - processes
      - using ICT systems
      - finding, selecting and exchanging information

- developing and presenting information.

## Module 3      Developing English (ESOL) literacy and language learning and teaching

### Assessment

#### About this assessment

This assessment is to be used to assess candidates undertaking  
Module 3      Developing English (ESOL) literacy and language learning and teaching.

Candidates are required to undertake the tasks listed in the assessment grid below. Detailed against the tasks are the relevant assessment criteria from the units covered by this module. The listed criteria **must** be used by both candidates planning the work to be done for the tasks and by the tutors assessing them.

During this module candidates are expected to undertake teaching practice and be observed. Satisfactory observation reports of a candidate's teaching must be kept in the candidate's Teaching Practice Portfolio. Centres are recommended to build observation of a candidate's teaching into the assessment tasks. For further guidance on teaching practice observation, please refer to section 5.2 *Recommended delivery strategies* in this handbook.

#### Assessment tasks

Assessment tasks		Units covered in this module assessment		
		Planning and enabling learning, English (ESOL)	Enabling learning and assessment, English (ESOL)	Literacy, ESOL and the learners
		Unit assessment criteria to be covered within task ▼		
1	<p><b>Teaching Practice Portfolio</b></p> <p>Candidates will need to produce a profile of a group of learners they are working with, and include the following in their Teaching Practice Portfolio:</p>			

a	a scheme of work and rationale for four sessions which they will teach. This will be negotiated with the candidate's tutor.	2.2	Devise and justify a scheme of work which meets learners' needs and curriculum requirements	3.1	Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate	2.1	Discuss how language and literacy are acquired and learnt
		2.5	Plan the appropriate use of a variety of delivery methods, justifying the choice	3.2	Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area		
b	two session plans and evaluations for each with a focus on the learners' process skills developed with learners (rather than activities undertaken by learners)	1.3	Evaluate ways of planning, negotiating and recording appropriate learning goals with learners	3.1	Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate		
		2.3	Devise and justify session plans which meet the aims and needs of individual learners and/or groups	3.2	Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area		

		2.6	Identify and evaluate opportunities for learners to provide feedback to inform practice		
		4.1	Use and evaluate different communication methods and skills to meet the needs of learners and the organisation		
		4.3	Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners		
c	evaluation of teaching and learning strategies used in the two sessions	2.4	Analyse ways in which session plans can be adapted to the individual needs of learners	3.1	Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate
		4.1	Use and evaluate different communication		

				3.3	Establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success		
d	evaluation of four activities and resources, one of which must be ICT based	3.2	Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning	3.2	Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area		
		3.4	Select / adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching				
e	records of progress for a minimum of four learners			3.4	Record, and report on learner progress and achievement, using organisational and/or awarding institution protocols and procedures as required		

f	using oral and/or written feedback to a learner, evaluate the process of planning, negotiating and recording	1.3	Evaluate ways of planning, negotiating and recording appropriate learning goals with learners	4.1	Justify and use appropriate skills and approaches in giving verbal and written feedback to learners		
<b>2</b>	<b>Assignment(s)</b>						
	Candidates are required to:						
a	make notes of an interview an ESOL learner and talk about how their language history has influenced their language choice and usage					2.1	Discuss how language and literacy are acquired and learnt
						2.2	Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning
						2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning

						4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships
b	analyse a learner's diagnostic and formative assessment and describe some priorities for further work at text, sentence and word levels					2.1	Discuss how language and literacy are acquired and learnt
						2.2	Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning
						2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning

c	undertake a skills audit of a programme to identify the literacy, language, numeracy and ICT skills needed to succeed on the programme	3.3	Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement			2.1	Discuss how language and literacy are acquired and learnt
<b>3</b>	<b>Reflective Learning Journal</b>						
	Candidates are required to include in their Reflective Learning Journal:						
a	consideration of the language diversity of learners and its implications in literacy and language teaching and learning	1.1	Analyse the role of initial assessment in the learning and teaching process			2.1	Discuss how language and literacy are acquired and learnt
2.2						Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning	

						4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships
						4.2	Analyse how language is used at a text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations
b	differentiation strategies					2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning
c	classroom and small group management issues	3.4	Select / adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching	3.3	Establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success		

		6.1	Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate				
d	review of own ILP and set targets for own personal skills in the light of the Minimum Core in literacy, language, numeracy and ICT	5.1	Apply Minimum Core specifications in literacy to improve own practice	5.1	Apply Minimum Core specifications in literacy to improve own practice		
		5.2	Apply Minimum Core specifications in language to improve own practice	5.2	Apply Minimum Core specifications in language to improve own practice		
		5.3	Apply Minimum Core specifications in mathematics to improve own practice	5.3	Apply Minimum Core specifications in mathematics to improve own practice		

		5.4	Apply Minimum Core specifications in ICT user skills to improve own practice	5.4	Apply Minimum Core specifications in ICT user skills to improve own practice		
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## Instructions for Tutors

- 1 Group work is **not** acceptable for this assessment.
- 2 Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.
- 3 This assessment **must** be used in conjunction with the assessment outcomes for this module. A clear audit trail must be provided, showing that each assessment outcome has been met, and where it can be found.
- 4 Word counts are notional and are to be used for guidance purposes.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory, principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values
- an academic style of writing, in which a recognised system of referencing is used; the Harvard system is recommended. Writing should be concise, and candidates should provide evidence of careful planning.

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

## Grading

Grading of assessments for this module is **pass** or **refer**.

# Module 4      Theories of inclusive language and literacy development (ESOL)

## Module aim

This aim of this module is to enable candidates to develop their comprehension of key theories of language and literacy acquisition and development in the ESOL context. Candidates will analyse the processes involved in the teaching and learning of speaking, listening, reading and writing, and will review the interdependency of these four skills. They will also consider factors affecting learning, including a range of specific learning difficulties, and how to further plan and promote inclusive practice, particularly through the use of ICT and new technologies.

Candidates will evaluate and develop their own ESOL teaching strategies and practice through theories of language and literacy development, and the Minimum Core of language, literacy, numeracy and ICT.

During this module, candidates will undertake teaching practice.

## Learning outcomes

There are **eight** outcomes to this module. The candidate will be able to understand:

- the historical context of Skills for Life and ESOL provision
- factors which affect learning and plan and promote inclusive practice
- the application of theories of language acquisition and learning
- the selection and application of key theories of learning to ESOL teaching and learning of speaking, listening, reading and writing
- the selection and development of resources and use of technology to promote inclusive learning
- how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships
- planning for the embedding of literacy, language and numeracy into ESOL programmes, using knowledge of the Minimum Core to help in planning
- reflection on own teaching practice and observations and identification of own strengths and areas for development in relation to integrating relevant theories into own teaching practice.

## Module content

Centres should include the following in the delivery of this module:

- an overview of the development of language, literacy, numeracy and ESOL/ EFL provision for adults from a historical perspective
- consolidation of key theories of learning and adult learning in the ESOL context including language acquisition theories, visual-spatial languages and how children acquire language
- the relationship between language and social, cultural, political and religious identity and the role language plays in the formation, maintenance and transformation of power relations
- theories relating to grammar-translation, functional, communicative and task based approaches which underpin ESOL learning
- how to draw on theories and principles of language acquisition and bilingualism for teaching adult ESOL learners

- principles of andragogy (adult self directed learning) and the autonomous learner
- introduction to the concept of interlanguage and the role of error correction/feedback
- the impact of different cognitive, physical and sensory abilities and disabilities on the ESOL learner
- recognising and supporting ESOL learners who have specific learning difficulties and cognitive disabilities
- the role of learner support and specialist support in relation to ESOL learners and ESOL teachers
- how to select and use assistive technology, new media and other multi-sensory resources to promote an inclusive learning environment
- the strengths and limitations of a range of resources, including new technology, and how they can be used to promote inclusive practice
- organisational, statutory and other regulatory requirements relating to learners affected by specific learning difficulties such as DDA
- the selection, adaptation and use of ESOL teaching and learning activities with reference to theories of learning, principles of communication and inclusive learning
- strategies to evaluate literacy and language learning and teaching from relevant theoretical and practical perspectives
- the use of the ESOL Core Curriculum and Access for All to inform the development of schemes of work covering the 4 skills of speaking, listening, reading and writing
- the use of differentiation and spiky profiles in teaching and learning while building on shared interests and strengths
- the promotion of collaborative learning between learners
- supporting the learner to use new media in developing speaking, listening, reading and writing
- how to include the learner in the planning process
- the use of personal skills and a range of methods, including ICT, to communicate with, motivate and enthuse learners and to communicate with others in the organisation
- the interdependence of four skills of reading, writing, speaking and listening
- Awareness of social and cultural differences in verbal and non verbal communication (pragmatics) and barriers to communication
- the fostering of relationships with colleagues and a range of specialist services, agencies and professionals to support ESOL learners
- working with colleagues, or working alone, to plan and develop programmes which embed literacy, language and numeracy
- linguistic and non-linguistic aspects of programme planning
- planning for coherent ESOL programmes of learning which take account of language and literacy, study skills, learners and their contexts, standards and curricula, awards and assessment requirements
- reflection on and evaluation of own application of theories and principles of language and literacy acquisition, learning and development to the ESOL teaching and learning context; and evaluation own awareness of and use of language, literacy, numeracy and ICT

## Examples of teaching and learning strategies

Teaching and learning strategies could include:

- whole class teaching
- small group work
- pair work
- case studies
- question and answer
- demonstrations
- sessions
- collaborative learning
- differentiated teaching
- workshop activities
- reading
- research activities
- ICT based learning.

## Assessment

This module is assessed through assessment tasks provided at the end of this module. The assessment comprises the following level 4 units of assessment (see assessment grid for this module for details of assessment criteria coverage for the relevant unit):

- elements of *Enabling learning and assessment, English (ESOL)*
- *Theories and principles for planning and enabling learning, English (ESOL)*
- elements of optional unit *Literacy, ESOL and the learners*.

The assessments **must** be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.

Assessments **must** be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice sessions and be observed.

Group work is **not** acceptable for this assessment.

Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.

## Grading

Grading of assessments for this module is **pass** or **refer**.

## Relationship to the Standards

This module contributes to the knowledge and understanding required by LLUK's *New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* in England for the following units of assessment:

### Units of assessment

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Theories and principles for planning and enabling learning, English (ESOL)

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Enabling learning and assessment, English (ESOL)

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Literacy, ESOL and the learners (optional)

### Informed by Application Document (English) elements

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A1, A2, A3, A5,  
B1, B2, B3, B5, B11, B12, B13,

D1, D2, D3, D4,  
F1, F2, F4

## Connection to the Minimum Core

When delivering this module, centres must develop elements of the Minimum Core in literacy, numeracy, language and ICT. Centres must refer to the LLUK guidance document *Addressing literacy, language, numeracy and ICT needs in education and training: defining the Minimum Core of teachers' knowledge, understanding and personal skills* ([www.lluk.org.uk](http://www.lluk.org.uk)). The module offers opportunities to demonstrate the knowledge and understanding elements of the Minimum Core for:

### Enabling learning and assessment, English (ESOL) unit

- **Literacy and language**
  - personal, social and cultural factors influencing the development of literacy and language skills:
    - potential barriers that can hinder the development of language skills
    - issues related to varieties of English, including standard English, dialects and attitudes towards them
    - the importance of context in language use and the influence of the communicative situation
  - explicit knowledge about language and of the four skills: speaking, listening, reading and writing:
    - speaking
      - having a knowledge of fluency, accuracy and competence for ESOL learners
      - using spoken English effectively
    - reading
      - interpreting written texts
- **Personal language skills**
  - speaking
    - expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message
    - showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others
    - using non-verbal communication to assist in conveying meaning and receiving information and recognising its use by others
  - listening
    - listening attentively and responding sensitively to contributions made by others
  - reading
    - find, and select from a range of reference material and sources of information, including the internet
    - use and reflect on a range of reading strategies to interpret texts and to locate information or meaning
    - identify and record the key information or messages contained within reading material using note-taking techniques
  - writing
    - write fluently, accurately and legibly on a range of topics
    - select appropriate format and style of writing for different purposes and different readers
    - use spelling and punctuation accurately in order to make meaning clear
    - understand and use conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written texts.
- **Numeracy**
  - personal, social and cultural factors influencing the development of numeracy skills
    - potential barriers that hinder development of number skills

- explicit knowledge of key numeracy dimensions, processes and content
  - communication
    - making and using decisions about understanding
  - processes
    - interpreting and evaluating results
- personal numeracy skills
  - communication
    - communicate with others about numeracy in an open and supportive manner
    - assess own, and other people's, understanding
    - express yourself clearly and accurately
    - communicate about numeracy in ways that suits and supports the intended audience, and recognises such use by others
    - use appropriate techniques to reinforce oral communication and check how well the information is received and support understanding of those listening
  - processes
    - use strategies to make sense of a situation requiring the application of numeracy
    - process and analyse data
    - use generic content knowledge and skills
    - make decisions concerning content knowledge and skills
    - understand the validity of different methods
    - consider accuracy, efficiency and effectiveness when solving problems and reflect on what has been learnt
    - make sense of data
    - select appropriate format and style for communicating findings
- **Information and communication technology (ICT)**
  - personal, social and cultural factors influencing the development of ICT skills
    - communication
      - making and using decisions about understanding
      - communicating processes and understanding
    - processes
      - how learners develop ICT skills
  - personal ICT skills
    - communication
      - communicate with others with/about ICT in a open and supportive manner
      - assess own, and other people's, understanding
      - express yourself clearly and accurately
      - communicate with/about ICT in ways that suits and supports the intended audience, and recognises such use by others
      - use appropriate techniques to reinforce oral communication, check how well the information is received and support understanding of those listening
    - processes
      - using ICT systems
      - finding, selecting and exchanging information
      - developing and presenting information.

## Theories and principles for planning and enabling learning, English (ESOL) unit

- **Literacy and language**

- personal, social and cultural factors influencing the development of literacy and language skills:
  - the different factors affecting the development of language and literacy skills
  - the importance of English language and literacy in enabling users to participate in public life, society and modern economy
  - multilingualism and the role of the first language in the acquisition of additional languages. Issues that arise when learning another language or translating from one language to another
- explicit knowledge about language and of the four skills: speaking, listening, reading and writing:
  - reading
    - knowledge of how textual features support learning
    - understanding of the barriers to accessing texts
  - writing
    - developing spelling and punctuation skills

- **Personal language skills**

- speaking
  - expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message
  - showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others
  - using non-verbal communication to assist in conveying meaning and receiving information and recognising its use by others
- listening
  - listening attentively and responding sensitively to contributions made by others
- reading
  - find, and select from a range of reference material and sources of information, including the internet
  - use and reflect on a range of reading strategies to interpret texts and to locate information or meaning
  - identify and record the key information or messages contained within reading material using note-taking techniques
- writing
  - write fluently, accurately and legibly on a range of topics
  - select appropriate format and style of writing for different purposes and different readers
  - use spelling and punctuation accurately in order to make meaning clear
  - understand and use conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written texts

- **Numeracy**

- personal, social and cultural factors influencing the development of numeracy skills
  - the different factors affecting the acquisition and development of numeracy skills
  - the importance of numeracy in enabling users to participate in, and gain access to society and the modern economy
  - the common misconceptions and confusions related to number-associated difficulties
- explicit knowledge of key numeracy dimensions, processes and content
  - communication

- making and using judgements about understanding
  - processes
    - using numeracy skills and content knowledge
    - communicating and reflecting on findings
- personal numeracy skills
  - communication
    - communicate with others about numeracy in an open and supportive manner
    - assess own, and other people's, understanding
    - express yourself clearly and accurately
    - communicate about numeracy in ways that suits and supports the intended audience, and recognises such use by others
    - use appropriate techniques to reinforce oral communication and check how well the information is received and support understanding of those listening
  - processes
    - use strategies to make sense of a situation requiring the application of numeracy
    - process and analyse data
    - use generic content knowledge and skills
    - make decisions concerning content knowledge and skills
    - understand the validity of different methods
    - consider accuracy, efficiency and effectiveness when solving problems and reflect on what has been learnt
    - make sense of data
    - select appropriate format and style for communicating findings
- **Information and communication technology (ICT)**
  - personal, social and cultural factors influencing the development of ICT skills
    - communication
      - the different factors affecting the acquisition and development of ICT skills
      - the importance of ICT in enabling users to participate in and gain access to society and the modern economy
  - explicit knowledge about ICT
    - processes
      - essential characteristics of ICT
  - personal ICT skills
    - communication
      - communicate with others with/about ICT in a open and supportive manner
      - assess own, and other people's, understanding
      - express yourself clearly and accurately
      - communicate with/about ICT in ways that suits and supports the intended audience, and recognises such use by others
      - use appropriate techniques to reinforce oral communication, check how well the information is received and support understanding of those listening Processes
    - processes
      - using ICT systems
      - finding, selecting and exchanging information

- developing and presenting information.

## Module 4 Theories of inclusive language and literacy development (ESOL)

### Assessment

#### About this assessment

This assessment is to be used to assess candidates undertaking:

Module 4 Theories of inclusive language and literacy development (ESOL).

Candidates are required to undertake the tasks listed in the assessment grid below. Detailed against the tasks are the relevant assessment criteria from the units covered by this module. The listed criteria **must** be used by both candidates planning the work to be done for the tasks and by the tutors assessing them.

During this module candidates are expected to undertake teaching practice and be observed. Satisfactory observation reports of a candidate's teaching must be kept in the candidate's Teaching Practice Portfolio. Centres are recommended to build observation of a candidate's teaching into the assessment tasks. For further guidance on teaching practice observation, please refer to section 5.2 *Recommended delivery strategies* in this handbook.

#### Assessment tasks

Assessment tasks		Units covered in this module assessment		
		Enabling learning and assessment, English (ESOL)	Theories and principles for planning and enabling learning, English (ESOL)	Literacy, ESOL & Learners
		Unit assessment criteria to be covered within task ▼		
1	<p><b>Teaching Practice Portfolio</b></p> <p>Candidates will need to produce a profile of a group of learners they are working with, and include the following in their Teaching Practice Portfolio:</p>			

a	Scheme of work, session plans with a justification of assessment strategy, rationale and evaluation for 20 hours of independent teaching	3.1	Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate	2.2	Apply up to date knowledge of own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements	2.1	Discuss how language and literacy are acquired and learnt
		3.2	Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area	2.3	Use and justify a range of inclusive activities and resources, including new and emerging technologies, to promote and maintain an inclusive learning environment	2.2	Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning
		3.3	Establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success	2.4	Use and justify a range of skills and methods to communicate effectively with learners and relevant others in the organisation		

		4.2	Justify and use appropriate skills and approaches to negotiate targets and strategies for improvement and success for learners				
		5.1	Apply Minimum Core specifications in literacy to improve own practice				
		5.2	Apply Minimum Core specifications in language to improve own practice				
		5.3	Apply Minimum Core specifications in mathematics to improve own practice				
		5.4	Apply Minimum Core specifications in ICT user skills to improve own practice				

		6.1	Evaluate and improve the design and effectiveness of formal and informal assessment procedures, methods and instruments, using feedback from learners and appropriate others and referring to relevant theories of learning				
b	notes from observations of English (ESOL) classes at different levels					2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning
c	any notes of meetings with tutor and resulting action plans	6.2	Evaluate own approaches, strengths and development needs in relation to assessment				

		6.3	Plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment				
<b>2</b>	<b>Assignment(s)</b>						
	Candidates are required to:						
a	deliver a presentation of 15 – 20 minutes about a group of learners, which demonstrates understanding of and application of key learning theory/ies to learning and teaching experience. Candidates must evidence all research undertaken and resources used, eg handouts, notes, background reading, internet findings, etc	1.1	Analyse the application of theories and principles of assessment in relation to practice in own specialist area	1.1	Identify factors affecting learning and explain the potential impact of these on learner achievement		
1.2		Analyse the role of assessment in evaluation and quality processes	1.2	Explain ways in which theories and principles of learning and communication can be applied to promote inclusive practice			
			2.1	Justify the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning			

b	write an assignment discussing the relationship between language and social processes with reference to a learner, or learners, and your wider reading (up-to 2000 words)					1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis
						1.2	Discuss the ways in which language and literacy use can vary according to context
						1.3	Use key grammatical, lexical and phonological terms appropriately
						3.1	Discuss reasons for language change in both spoken and written English
						3.2	Identify and analyse changes in the spoken language at discourse, sentence and word level
						3.3	Identify and analyse changes in the written language at text, sentence and word level
						3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change

						4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships
						4.2	Analyse how language is used at a text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations
<b>3</b>	<b>Reflective Learning Journal</b>						
	Candidates are required to include in their Reflective Learning Journal:						
a	consideration of issues for learners with special learning requirements and/or disabilities	2.1	Critically discuss the implications of equality and diversity issues in assessment for teachers and learners	1.2	Explain ways in which theories and principles of learning and communication can be applied to promote inclusive practice	2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning

				2.1	Justify the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning		
b	evidence of teaching English (ESOL) at different levels			2.2	Apply up to date knowledge of own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements		
				2.3	Use and justify a range of inclusive activities and resources, including new and emerging technologies, to promote and maintain an inclusive learning environment		
				2.4	Use and justify a range of skills and methods to communicate effectively with learners and relevant others in the organization		

c	evidence of application of reading on theory to their practice			2.1	Justify the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning		
				2.2	Apply up-to-date knowledge of own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements		
d	review of own ILP in relation to personal and professional development	6.2	Evaluate own approaches, strengths and development needs in relation to assessment	4.1	Evaluate own strengths and development needs in relation to the application of theories and principles of learning and communication		
				4.2	Identify ways to adapt and improve own practice with reference to theories and principles of learning and communication drawing on feedback from learners		

e	action plan for own personal and professional development	6.3	Plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment	3.1	Apply Minimum Core specifications in literacy to improve own practice		
				3.2	Apply Minimum Core specifications in language to improve own practice		
				3.3	Apply Minimum Core specifications in mathematics to improve own practice		
				3.4	Apply Minimum Core specifications in ICT user skills to improve own practice		
				4.2	Identify ways to adapt and improve own practice with reference to theories and principles of learning and communication drawing on feedback from learners		
				4.3	Plan and take up opportunities to develop and improve own performance in integrating theory into practice		

### Instructions for Tutors

- 1 Group work is **not** acceptable for this assessment.
- 2 Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.

- 3 This assessment **must** be used in conjunction with the assessment outcomes for this module. A clear audit trail must be provided, showing that each assessment outcome has been met, and where it can be found.
- 4 Word counts are notional and are to be used for guidance purposes.

At **Level 4**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

- an understanding of the relationship between theory, principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values
- an academic style of writing, in which a recognised system of referencing is used; the Harvard system is recommended. Writing should be concise, and candidates should provide evidence of careful planning.

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

## **Grading**

Grading of assessments for this module is **pass** or **refer**.

## 8 Part two modules

<b>Module No</b>	<b>Title</b>
Module 5	Theories and frameworks of literacy and language development in ESOL
Module 6	Curriculum development for inclusive practice in ESOL
Module 7	Professional practice in the Lifelong Learning Sector through continuing personal and professional development

# Module 5      Theories and frameworks of literacy and language development in ESOL

## Module aim

This aim of this module is to enable candidates to analyse in depth the English language and the application of learning theories and approaches to the development of learners' reading, writing, listening and speaking skills to promote effective teaching and learning. The module builds on candidates' knowledge and understanding of topics introduced in modules 3 and 4, and addresses in detail the varieties of spoken and written English and language change. Candidates will evaluate key theories and principles of reflective practice and examine models of continuing personal and professional development.

During this module, candidates will undertake Teaching Practice.

## Learning outcomes

There are **six** outcomes to this module. The candidate will be able to understand:

- theories of literacy and language learning and development
- language systems and methods of language analysis
- analysis of ESOL learners' productive and interpretative skills
- planning and implementation strategies to support and develop learners' skills
- how to draw up and deliver schemes of work which take account of learners' needs
- own need for continuous personal and professional development.

## Module content

Centres should include the following in the delivery of this module:

- analysis of theories of literacy learning and development
- analysis of literacy teaching approaches associated with theories of literacy learning and development
- further approaches to describing language relating to semantic, morphological, grammatical, written or spoken features
- describing varieties of English including Caribbean creoles and non European languages
- relationship between genre, register, style and context, purpose, audience and mode of spoken and written communication
- cohesive and coherent devices in texts
- further study of pragmatics – intended speaker or writer meaning
- significant differences between spoken and written discourse
- language format and conventions appropriate to genre and context
- organisational, grammatical, lexical and phonological or punctuation features which make discourse effective
- interpersonal and non-linguistic features in spoken discourse
- using spoken and written texts relevant to learners
- principles, rules and conventions relating to the English language and its syntax
- describing grammar – prescriptive and descriptive
- grammatical features of spoken and written language

- relationship between syntax and semantics at sentence and phrase level
- how to compare spoken and written forms of language
- detailed analysis of communication at word level to include: selecting lexis based on register and stylistic constraints, collocation, purpose and context; semantic relationships in communication ; chunking and lexical phrases in the acquisition and storage of language especially spoken language; the morphology of English in word-building
- the role of stress, rhythm and intonation in conveying meaning
- the sounds of English and the role of place, manner of articulation and voice
- the influence of learners' other languages and dialects in all aspects of English pronunciation
- acquisition and development of productive skills – speaking and writing
- acquisition and development of interpretive skills – listening and reading
- overview of use of appropriate resources including ICT to support the processes of speaking, listening, reading and writing
- reflective practice – theories and principles of reflective practice and models of continuing personal and professional development.

### Examples of teaching and learning strategies

Teaching and learning strategies could include:

- whole group work
- small group and pair work
- case studies
- workshop activities
- reading and research activities
- computer assisted learning
- micro teaching.

### Assessment

This module is assessed through assessment tasks provided at the end of this module. The assessment covers the following level 5 optional unit of assessment (see assessment grid for this module for details of assessment criteria coverage for the relevant unit):

- *ESOL theories and frameworks.*

The assessments **must** be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.

Assessments **must** be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice sessions and be observed.

Group work is **not** acceptable for this assessment.

Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.

### Grading

Grading of assessments for this module is **pass** or **refer**.

## Relationship to the Standards

This module contributes to the knowledge and understanding required by LLUK's *New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* in England for the following units of assessment:

### Units of assessment

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ESOL theories and frameworks (optional)

### Informed by Application Document (English) elements

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C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11,  
C12, C13, C14, C15, C16, C17, C18, C19, C20

## Module 5 Theories and frameworks of literacy and language development in ESOL

### Assessment

#### About this assessment

This assessment is to be used to assess candidates undertaking  
Module 5 Theories and frameworks of literacy and language development in ESOL.

Candidates are required to undertake the tasks listed in the assessment grid below. Detailed against the tasks are the relevant assessment criteria from the units covered by this module. The listed criteria **must** be used by both candidates planning the work to be done for the tasks and by the tutors assessing them.

During this module candidates are expected to undertake teaching practice and be observed. Satisfactory observation reports of a candidate's teaching must be kept in the candidate's Teaching Practice Portfolio. Centres are recommended to build observation of a candidate's teaching into the assessment tasks. For further guidance on teaching practice observation, please refer to section 5.2 *Recommended delivery strategies* in this handbook.

#### Assessment tasks

Assessment tasks		Units covered in this module assessment	
		ESOL theories and frameworks	
		Unit assessment criteria to be covered within task ▼	
1	<b>Teaching Practice Portfolio</b>		
	Candidates will need to produce a profile of a group of learners they are working with, and include the following in their Teaching Practice Portfolio:		

Assessment tasks		Units covered in this module assessment	
		ESOL theories and frameworks	
		Unit assessment criteria to be covered within task ▼	
a	individual learning plans for four learners in their ESOL group		
b	scheme(s) of work, four session plans with a rationale for the four sessions	1.2	Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning
		2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
		4.1	Analyse the processes involved in reading and writing for literacy learners
		4.2	Analyse the processes involved in speaking and listening for literacy learners
		4.3	Discuss the mutual dependence of reading, listening, writing and speaking in literacy and language development
c	evaluation of the relevant sections of scheme(s) of work, session plans and four taught sessions	1.2	Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning
		2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
d	observation reports of two ESOL classes, including: <ul style="list-style-type: none"> <li>• an embedded class, eg taxi drivers' licensing course, family learning, health and safety, food hygiene, maths with ESOL, developing ESOL through IT</li> <li>• class in a different context, eg workplace, community, FE college, family learning centre, organisation for offenders</li> </ul>		

Assessment tasks		Units covered in this module assessment	
		ESOL theories and frameworks	
		Unit assessment criteria to be covered within task ▼	
<b>2</b>	<b>Assignment(s)</b>		
	Candidates are required to:		
a	complete a detailed analysis of an ESOL learner's language use, making reference to relevant theories of language acquisition and learning. Make recommendations on how to further develop the learner's speaking, listening, reading and writing skills. Make brief reference to other forms of language and literacy description and analysis. (up-to1500 words)	1.1	Review theories of first language acquisition and second language acquisition and learning
		1.2	Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning
		2.1	Analyse theories of literacy learning and development
		2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
		3.1	Analyse the range of ways in which language can be described, including significant differences between the description and conventions of English and other languages
		3.5	Analyse written and spoken language at word level
		3.7	Use key grammatical, lexical and phonological terms appropriately
b	analyse the role of authentic and relevant spoken and written texts in developing ESOL learners' literacy skills	1.1	Review theories of first language acquisition and second language acquisition and learning
		2.1	Analyse theories of literacy learning and development
		3.1	Analyse the range of ways in which language can be described, including significant differences between the description and conventions of English and other languages
		3.2	Recognise a range of descriptive and prescriptive approaches to language analysis
		3.3	Analyse spoken and written English at discourse and text level
		3.4	Analyse spoken and written English at phrase and sentence level

Assessment tasks		Units covered in this module assessment	
		ESOL theories and frameworks	
		Unit assessment criteria to be covered within task ▼	
		3.5	Analyse spoken and written English at word level
		3.6	Analyse the phonological features of spoken English, with reference to the communication needs of ESOL learners
		3.7	Use key grammatical, lexical and phonological terms appropriately
<b>3</b>	<b>Reflective Learning Journal</b>		
	Candidates are required to include in their Reflective Learning Journal:		
a	a detailed reflection on the application of language and literacy theory to own planning, teaching and learning	1.3	Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning
		2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
b	a review of bilingualism/multilingualism	1.1	Review theories of first language acquisition and second language acquisition and learning
		1.2	Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning

### Instructions for Tutors

- 1 Group work is **not** acceptable for this assessment.
- 2 Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.
- 3 This assessment **must** be used in conjunction with the assessment outcomes for this module. A clear audit trail must be provided, showing that each assessment outcome has been met, and where it can be found.
- 4 Word counts are notional and are to be used for guidance purposes.

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

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

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

## **Grading**

Grading of assessments for this module is **pass** or **refer**.

# Module 6 Curriculum development for inclusive practice in ESOL

## Module aim

The aim of this module is to enable candidates to address issues of diversity and inclusion relating to ESOL learners. It also establishes approaches to teaching language and literacy, taking into account learner backgrounds, histories, learning goals, preferences and learning styles. Candidates will learn how to apply suitable approaches to working with learners affected with dyslexia and other cognitive, physical, sensory abilities or disabilities. Candidates will understand the importance of developing relationships with a range of specialised services, agencies and professionals for ESOL learners. This module also helps candidates to develop ways of challenging discriminatory behaviours in the learning environment, as well as promoting respect for diversity and equality of opportunity.

During this module candidates will undertake teaching practice.

## Learning outcomes

There are **five** outcomes to this module. The candidate will be able to understand:

- the range of contexts in which education and training are offered in the Lifelong Learning Sector
- the theories, principles and models of curriculum design and implementation and their impact on teaching and learning
- the significance of equality and diversity for curriculum design, and take opportunities to promote equality within own practice
- the application of theories, principles and models to curriculum development and practice
- the importance of evaluating and improving own practice in inclusive curriculum design and development.

## Module content

Centres should include the following in the delivery of this module:

- the range of contexts in which education and training are offered in the Lifelong Learning Sector
- ways in which the curriculum can differ according to the purpose and context of the educational/training organisation
- the impact of social, economic and cultural differences and diversity on teaching, learning and achievement in literacy
- theories, models and approaches to curriculum design and their effect on learning outcomes for learners, including formal, functional, task based/competence based and negotiated curriculum design
- ways in which equality of opportunity and respect for diversity can be built into literacy curriculum design and implementation
- strategies to support 'community building' within programmes as a means of preventing discriminatory behaviour and promoting respect for diversity
- how to embed literacy into other curriculum or vocational areas
- analysis of how theories, principles and models of inclusive curriculum design and development can be used to inform own practice and literacy provision

- principles and processes of Quality Assurance and Quality Improvement in relation to literacy curriculum design
- the effect of key government policies and other statutory procedures on literacy teaching and learning and own role and responsibilities as an literacy practitioner
- evaluation of own strengths and development needs in curriculum design and development; planning for opportunities to develop and improve own learning and practice in curriculum design and development.

## Examples of teaching and learning strategies

Teaching and learning strategies could include:

- whole group work
- small group and pair work
- case studies
- discussion
- workshop activities
- reading and research activities
- computer assisted learning.

## Assessment

This module is assessed through assessment tasks provided at the end of this module. The assessment covers the following level 5 unit of assessment (see assessment grid for this module for details of assessment criteria coverage for the relevant unit):

- *Curriculum development for inclusive practice, English (ESOL).*

The assessments **must** be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.

Assessments **must** be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice sessions and be observed.

Group work is **not** acceptable for this assessment.

Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.

## Grading

Grading of assessments for this module is **pass** or **refer**.

## Relationship to the Standards

This module contributes to the knowledge and understanding required by LLUK's *New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* in England for the following units of assessment:

### Units of assessment

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Curriculum development for inclusive practice, English (ESOL)

### Informed by Application Document (English) elements

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A3, B2, B3, F4

## Module 6 Curriculum development for inclusive practice in ESOL

### Assessment

#### About this assessment

This assessment is to be used to assess candidates undertaking:

Module 6 Curriculum development for inclusive practice in ESOL.

Candidates are required to undertake the tasks listed in the assessment grid below. Detailed against the tasks are the relevant assessment criteria from the units covered by this module. The listed criteria **must** be used by both candidates planning the work to be done for the tasks and by the tutors assessing them.

During this module candidates are expected to undertake teaching practice and be observed. Satisfactory observation reports of a candidate's teaching must be kept in the candidate's Teaching Practice Portfolio. Centres are recommended to build observation of a candidate's teaching into the assessment tasks. For further guidance on teaching practice observation, please refer to section 5.2 *Recommended delivery strategies* in this handbook.

#### Assessment tasks

Assessment tasks		Units covered in this module assessment	
		Curriculum development for inclusive practice , English (ESOL)	
		Unit assessment criteria to be covered within task ▼	
1	<b>Teaching Practice Portfolio</b>		
	Candidates will need to produce a profile of a group of learners they are working with, and include the following in their Teaching Practice Portfolio:		

Assessment tasks		Units covered in this module assessment	
		Curriculum development for inclusive practice , English (ESOL)	
		Unit assessment criteria to be covered within task ▼	
a	own up-to-date individual learning plan (ILP)	5.3	Evaluate own approaches, strengths and development needs, , in relation to inclusive curriculum design and development
b	diagnostic assessment of learners	2.2	Analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners
c	scheme of work	4.1	Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study
d	four session plans, to include at least one session which includes literacy/ESOL	4.1	Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study
e	rationale for the four session plans	4.2	Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented
f	evaluation of the relevant sections of scheme of work, session plans and four taught sessions	3.3	Explain ways to challenge discriminatory behaviours where they occur in the learning environment
		4.3	Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented
g	observation reports of two ESOL classes, including: <ul style="list-style-type: none"> <li>• an embedded class, eg citizenship, taxi drivers' licensing, family learning, health and safety, food hygiene, maths with ESOL, ESOL through ICT</li> <li>• class in a different context, eg workplace, community, FE college, family learning centre, organisations for offenders</li> </ul>	1.1	Analyse ways in which the curriculum offer might differ according to the educational/ training context
		1.2	Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice
		3.1	Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design
		3.3	Explain ways to challenge discriminatory behaviours where they occur in the learning environment

Assessment tasks		Units covered in this module assessment	
		Curriculum development for inclusive practice , English (ESOL)	
		Unit assessment criteria to be covered within task ▼	
<b>2</b>	<b>Assignment(s)</b>		
	Candidates are required to:		
a	design an inclusive curriculum for a new ESOL short course or embedded ESOL course, considering the context, current needs and short term future needs of a group of learners. Course aims, content, delivery methods, possible resources, an evaluation, and suitable quality assurance and improvement mechanisms must be included.	4.1	Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study
		4.2	Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented
b	write a rationale which demonstrates how your analysis of theories, models, and approaches to inclusive curriculum design have influenced your curriculum. Comment on the potential impact the curriculum could have on learner achievement	1.2	Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice
		2.1	Analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups
		2.2	Analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners
		3.1	Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design,
		3.2	Analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area

Assessment tasks		Units covered in this module assessment	
		Curriculum development for inclusive practice , English (ESOL)	
		Unit assessment criteria to be covered within task ▼	
<b>3</b>	<b>Reflective Learning Journal</b>	Candidates are required to include in their Reflective Learning Journal:	
a	analysis of own attitudes and use of language at home, in the work environment, when teaching and in other contexts. Identify possible areas for development, consolidation or change to promote diversity, equality of opportunity, and increase learner self esteem	3.1	Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design
		3.3	Explain ways to challenge discriminatory behaviours where they occur in the learning environment
		5.1	Analyse how theories, principles and models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist
		5.3	Evaluate own approaches, strengths and development needs, , in relation to inclusive curriculum design and development
b	analysis of own role as an ESOL teacher in relation to Government and Skills for Life policies and practice	3.1	Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design
		3.3	Explain ways to challenge discriminatory behaviours where they occur in the learning environment
		5.1	Analyse how theories, principles and models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist
		5.3	Evaluate own approaches, strengths and development needs, , in relation to inclusive curriculum design and development

## Instructions for Tutors

- 1 Group work is **not** acceptable for this assessment.
- 2 Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.
- 3 This assessment **must** be used in conjunction with the assessment outcomes for this module. A clear audit trail must be provided, showing that each assessment outcome has been met, and where it can be found.
- 4 Word counts are notional and are to be used for guidance purposes.

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

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

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

## Grading

Grading of assessments for this module is **pass** or **refer**.

# **Module 7      Professional practice in the Lifelong Learning Sector through continuing personal and professional development**

## **Aim**

The aim of this module is enable candidates to consolidate their understanding of professional practice, and core professional and personal values. They will analyse a range of methods of evaluation, quality assurance and quality improvement in the Lifelong Learning Sector.

Candidates will also investigate models of reflective practice and evaluate how continuous professional development (CPD) has enhanced their own effectiveness as an English (ESOL) teacher/trainer/tutor.

During this module, candidates will undertake teaching practice

## **Learning outcomes**

There are **five** outcomes to this module. The candidate will be able to understand:

- understand the role and responsibilities of the teacher and ESOL teacher
- consolidate and develop the skills required to be an effective and reflective practitioner, including effective research skills
- identify and use appropriate evaluation tools to underpin quality assurance
- identify own values, assumptions and beliefs
- understand and apply professional values within the ESOL teaching and learning environment.

## **Module content**

Centres should include the following in the delivery of this module:

- key aspects of professionalism in the context of the life long learning sector
- the contribution of learning to personal development, economic growth and community regeneration generally and in the context of own specialism
- comparison of a range of principles and approaches to evaluation
- explanation of the differences between the concepts of evaluation and assessment and the relationship between them
- how to work with others to develop and improve the effectiveness of evaluation processes
- evaluation of the validity and reliability of data and the effectiveness of the methods/instruments used with particular reference to own learners and in the Lifelong Learning Sector
- application of principles of evaluation to teaching and learning environment
- analysis and comparison of different teaching roles and contexts in the Lifelong Learning Sector, with particular reference to the Literacy teacher
- evaluation of own role and responsibilities with reference to Literacy teaching and as part of a team
- the impact of own professional values and judgements on teaching and learning
- the impact of own beliefs, assumptions and behaviour on learners and others

- the impact of own professional, personal, and interpersonal skills, including literacy, numeracy and ICT skills, on learners and others
- comparison and analysis of relevant theories, principles, models and stages of reflective practice and how they can be applied to own development as an autonomous learner
- evaluation of own approaches to continuous personal and professional self development, including literacy, language and numeracy needs
- how to use self reflection and feedback from learners and others to develop own knowledge, skills and practice, including literacy, language numeracy and ICT skills
- ways to identify formal and informal opportunities to address own identified needs
- how to identify and engage in appropriate continuous personal and professional development to keep up-to-date and develop both in teaching and in Literacy related matters
- the impact of continuing personal and professional practice on individual
- and the identification any further learning and development needs
- evaluation of own approaches, strengths and development needs, in relation to professional practice
- opportunities to develop and improve wider professional practice.

### **Examples of teaching and learning strategies**

Teaching and learning strategies could include:

- group discussions
- pair work
- case studies
- workshop activities
- reading and research activities.

### **Assessment**

This module is assessed through assessment tasks provided at the end of this module. The assessment comprises the following level 5 units of assessment (see assessment grid for this module for details of assessment criteria coverage for the relevant unit):

- *Continuing personal and professional development, English (ESOL)*
- *Wider professional practice.*

The assessments **must** be carefully managed by the centre to ensure that candidates have the opportunity to access the appropriate facilities to support research activities.

Assessment **must** be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery of their teaching practice sessions and be observed.

Group work is **not** acceptable for this assessment.

Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.

Candidates **must** use their Reflective Learning Journal as both records and sources for this module.

### **Grading**

Grading of assessments for this module is **pass** or **refer**.

## Relationship to the Standards

This module contributes to the knowledge and understanding required by LLUK's *New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* in England for the following units of assessment:

### Units of assessment

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Continuing personal and professional development, English (ESOL)

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Wider professional practice

# Module 7 Professional practice in the Lifelong Learning Sector through continuing personal and professional development

## Assessment

### About this assessment

This assessment is to be used to assess candidates undertaking:

Module 7 Professional practice in the Lifelong Learning Sector through continuing personal and professional development.

Candidates are required to undertake the tasks listed in the assessment grid below. Detailed against the tasks are the relevant assessment criteria from the units covered by this module. The listed criteria **must** be used by both candidates planning the work to be done for the tasks and by the tutors assessing them.

During this module candidates are expected to undertake teaching practice and be observed. Satisfactory observation reports of a candidate's teaching must be kept in the candidate's Teaching Practice Portfolio. Centres are recommended to build observation of a candidate's teaching into the assessment tasks. For further guidance on teaching practice observation, please refer to section 5.2 *Recommended delivery strategies* in this handbook.

### Assessment tasks

Assessment tasks		Units covered in this module assessment	
		Wider professional practice	Continuing personal and professional development, English (ESOL)
		Unit assessment criteria to be covered within task ▼	
1	<b>Teaching Practice Portfolio</b>		
	Candidates will need to produce a profile of a group of learners they are working with, and include the following in their Teaching Practice Portfolio:		

Assessment tasks		Units covered in this module assessment			
		Wider professional practice		Continuing personal and professional development, English (ESOL)	
		Unit assessment criteria to be covered within task ▼			
a	scheme of work				
b	four session plans				
c	materials used				
<b>2</b>	<b>Assignment(s)</b>				
	Candidates are required to:				
	undertake a research project into the Skills for Life strategy in a chosen learning organisation. The focus of the report should relate to ESOL, with references to appropriate theories, principles and models of evaluation, teaching and learning approaches, and wider professional practice (up-to 3000 words)	2.1	Discuss the implications and impact of government policies on teaching and learning in the lifelong learning sector		
		2.2	Discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the lifelong learning sector		
		3.1	Review and compare a range of principles and approaches to evaluation		
		3.2	Explain differences and the relationship between evaluation and assessment		
		3.3	Analyse the role of evaluation within quality assurance to inform and promote quality improvement		

Assessment tasks		Units covered in this module assessment			
		Wider professional practice		Continuing personal and professional development, English (ESOL)	
		Unit assessment criteria to be covered within task ▼			
<b>3</b>	<b>Reflective Learning Journal</b>	Candidates are required to complete their Reflective Learning Journal:			
a	the focus should be on how personal and professional values and beliefs influence own practice, and can support or diminish effectiveness in the teaching and learning environment	1.1	Discuss key aspects of professionalism in the context of the lifelong learning sector	1.1	Analyse and compare different teaching roles and contexts in the lifelong learning sector
		1.2	Explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice	1.2	Evaluate own role and responsibilities with reference to area of specialism and as part of a team
		1.3	Discuss the contribution of learning to personal development, economic growth and community regeneration	1.3	Analyse the impact of own beliefs, assumptions and behaviours on learners and others
		3.3	Analyse the impact of own professional values and judgements on teaching and learning	1.4	Analyse the impact of own professional, personal, interpersonal skills, including literacy, numeracy and ICT skills, on learners and others
		2.3	Interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism		
		2.4	Analyse own responsibilities in relation to the above		
		4.1	Work with others to develop and improve the effectiveness of evaluation processes		

Assessment tasks		Units covered in this module assessment			
		Wider professional practice		Continuing personal and professional development, English (ESOL)	
		Unit assessment criteria to be covered within task ▼			
		4.2	Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s)		
b	up-date their continuing personal and professional development plan	5.1	Evaluate own approaches, strengths and development needs, in relation to professional practice	2.1	Analyse and compare relevant theories, principles and models of reflective practice
				2.2	Explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner
				3.1	Evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs
				3.2	Use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills
				4.1	Identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area
				4.2	Evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs

Assessment tasks		Units covered in this module assessment			
		Wider professional practice		Continuing personal and professional development, English (ESOL)	
		Unit assessment criteria to be covered within task ▼			
c	complete a review of own Individual Learning Programme (ILP)	5.2	Plan and take up opportunities to develop and improve own wider professional practice	3.3	Plan appropriate opportunities to address own identified learning needs

### Instructions for Tutors

- 1 Group work is **not** acceptable for this assessment.
- 2 Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.
- 3 This assessment **must** be used in conjunction with the assessment outcomes for this module. A clear audit trail must be provided, showing that each assessment outcome has been met, and where it can be found.
- 4 Word counts are notional and are to be used for guidance purposes.

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

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

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

### Grading

Grading of assessments for this module is **pass** or **refer**.

## 9 Glossary of terms

The following terms are used in this qualification handbook:

<b>Term</b>	<b>Definition</b>
Action plan	A formal agreement between a tutor and learner setting out what will be achieved with target dates
Aim	General statement outlining what the trainer hopes to achieve during the session or programme of training
Analyse	Examining something in detail to discover meaning and/or essential features
AP(E)L	Accreditation of Prior (Experiential) Learning
Assessment	Process of measuring the achievement of learners
Assessment methods	Instrument chosen to assess a given outcome, eg written test, skills tests, observation of learner performance, reports and questioning
Assessment records	Documents used to record the outcome of an assessment, eg an organisation pro forma or observation report
Assessor	The person making a decision as to a candidate's competence
Associate Teacher	<p>A person in a teaching role that carries fewer responsibilities than the 'full teaching' role and whose role and responsibilities are to teach mainly in one or more of the following ways:</p> <ul style="list-style-type: none"> <li>• from a defined and prescribed programme and/or with fewer responsibilities in the design of learning materials and the course programme than the Full Teacher</li> <li>• on a one-to one basis</li> <li>• delivers a programme confined to a particular level or subject or type of learner</li> <li>• delivers short courses of less than three months; which lead to non-accredited and/or vendor specific awards; or that provide on successful completion less than three credits on accredited programmes.</li> </ul> <p>Please refer to LLUK guidance, available from <a href="http://www.lluk.org.uk">www.lluk.org.uk</a>, for further detail on this named role.</p>
Candidate	Person who is studying and being assessed for a City & Guilds qualification
Critical Path Analysis	Logical sequence of steps needed to go through to complete a final task
Coaching	Normally a one-to-one or small group activity which involves the tutor in a close observation of the learner's performance and giving advice and guidance
Communication	The transfer of information, from one person to another, with the intention of bringing about a response
Competence	Ability to do something to a set agreed standard, normally measured by undertaking an observable process or producing a final product (see assessment methods)

<b>Term</b>	<b>Definition</b>
Contact hours	The number of hours allocated for programme delivery; including group tutorials and the delivery of the theory aspect of the assessments
CPD	Continuous Professional Development
CTLLS	The acronym for the Certificate in Teaching in the Lifelong Learning Sector
Describe	Providing a detailed statement or account of something, eg a teacher's responsibilities in the teaching/training cycle
Diagnostic assessment	The assessment methods used to discover strengths and weaknesses in a learners work and determine future action
Discuss	An exploration of issues in either speech or writing
Demonstrate/ demonstration	Showing learners the best way to undertake a task or develop a skill by illustrating how it is done by actual performance
Diagnostic meeting	Meeting to determine the present level of skills and knowledge of a learner and, normally, to determine a future programme for further development
DTLLS	The acronym for the Diploma in Teaching in the Lifelong Learning Sector
E-learning	Electronic learning – learning which is supported or enhanced through the application of information and communication technology
E-learning online	Electronic learning via an intranet or the internet
E-learning on-site	Electronic learning in the organisation's own learning environment using ICT
Evaluation	Gathering information to give a measure of the effectiveness of the training that has been delivered
Explain	A reasoned account which justifies/clarifies an issue and/or points of an issue
External Verifier	Appointed by City & Guilds to ensure that all assessments undertaken with centres are fair, valid, consistent and meet the requirements of the standards
Feedback	Written or oral information given to learners regarding their progress
Formative assessment	On-going assessment carried out throughout a programme of learning
Full Teacher	A person in a teaching role that carries the 'full range' of teaching responsibilities in the classroom and who teaches: <ul style="list-style-type: none"> <li>• from their own designed and evaluated programme materials</li> <li>• across a range of levels, subjects and learner types</li> <li>• across or contributes to a range of programmes of varying lengths.</li> </ul> Please refer to LLUK guidance, available from <a href="http://www.lluk.org.uk">www.lluk.org.uk</a> , for further detail on this named role.
Ground rules	Agreed codes of behaviour between the teacher and the learner. Usually agreed at the beginning of the programme, eg non-use of mobile phones
Group	Learners being taught together (three or more)
Holistic report	A written statement reflecting a candidate's experience
Ice breakers	Fun and light-hearted ways of introducing learners to each other
ICT	Information Communication Technology – the combination of computing and communication technologies (including computer networks, telephone systems and the internet)

<b>Term</b>	<b>Definition</b>
Identify	Determining the factors or features of an activity, requirement, issue and/or a point
IfL	Institute for Learning. The professional body for teachers and trainers in the Learning and Skills sector
ILP	Individual Learning Programme (see also, Action plan)
ILT	Information and Learning Technology – the use of information and communication technologies to support learner activities
Initial assessment	A way of ascertaining learning styles. Assessment methods used to discover strengths and areas for development in a learner's work and determine future action. A means of measuring a learner's ability, eg a literacy test
Institution/ organisation	The establishment where the teacher is working with learners. This will normally be a school, a college of further or higher education, a private training or education establishment, a company with in house training provision, adult or community or work-based setting
Instruct/ instruction	Where the tutor tells the learner what to do to achieve a particular skill or objective
Internal Verifier	Appointed by a centre to ensure that all assessments undertaken within the centre are fair, valid, consistent and meet the requirements of the standards
Internet	Worldwide computer network
Intranet	An organisation's own network
IT	Information Technology – the computer infrastructure, hardware and software used to process data and deliver information
Justify	To give reason and/or explanation for an activity, process, theory etc
Learner/student	Person who is being taught or trained
Learning sessions	A period of input by a teacher using a variety of methods such as sessions, practical etc
Learning programme	Scheme of work, programme of work or study
Learning style	Particular way in which an individual prefers to learn eg visual, aural, kinaesthetic
List of resources	Black board, white board, text books, handouts, overhead projector, ICT etc
LLUK	The sector skills council (SSC) for Lifelong Learning in the UK
Mentor	Person giving one-to-one support to a learner
Methods of assessment	Observations, questions, simulations, witness testimony, work products, professional discussion, prior experience, candidate discussion, projects, assessments, tests etc
Micro-teaching	Delivery to peers in a learning setting
Motivation	How a learner is disposed towards learning, extrinsic-external reasons for learning, intrinsic-internal desire to learn for self fulfilment
Multi-media	The use of various types of equipment to present text, graphics, video, animation and sound in an integrated way
Non-contact hours	This covers the candidate's individual tutorial support time, developmental activities, research, self-study and teaching practice
Non-verbal communication	Any communication that does not involve the spoken word, eg body language, facial expression
Objective	A statement of what will be learned as a result of the training received

<b>Term</b>	<b>Definition</b>
On-the-job	In the working environment
Pedagogy	The principles and methods of teaching
Peer group	Others within the candidate's learning group
Plenary session	Reviewing stage where all the learners involved in an exercise/activity are assembled together to share their views and conclusions
Process skills	Process skills in English are those required to be able to function effectively as users of English. It is essential that potential trainees evidence functionality in English, that is, the ability to use process skills in different contexts. For further guidance please refer to LLUK guidance document <i>Criteria for entry to Mathematics (Numeracy) and English (Literacy and ESOL) Teacher Training in the Lifelong Learning Sector</i> (available to download from <a href="http://www.lluk.org.uk">www.lluk.org.uk</a> )
Personal skills	Use of personal skills in English (speaking, listening, reading and writing) will be demonstrated when evidencing the elements and extent of the specified process skills in English. These should go beyond the requirement of study in all existing level 2 English qualifications. For further guidance please refer to LLUK guidance document <i>Criteria for entry to Mathematics (Numeracy) and English (Literacy and ESOL) Teacher Training in the Lifelong Learning Sector</i> (available to download from <a href="http://www.lluk.org.uk">www.lluk.org.uk</a> )
Pro forma	Blank form for use by candidates/assessors
PTLLS	The Award in Preparing to Teach in the Lifelong Learning Sector (previously referred to as a 'passport' or 'initial award')
QTLS Framework	Qualified Teacher, Learning and Skills Framework.
Qualitative	Quality information obtained by open questions, reports and discussions
Quality assurance	A means of checking learners' work by internal and external verification
Quantitative	Quantity information obtained by closed questions, results from tests and other data gathering techniques
Rationale	The defining aim and/or reason for a unit or outcome
Reflective Learning Journal	<p>A document maintained by a candidate that is visited as progress is made. Only one journal need be completed, but it should cover all of the modules (course learning and teaching practice).</p> <p>The document provides evidence of a candidate's learning throughout the qualification. Candidates should complete it regularly and demonstrate that they are reflecting on all aspects of their learning, for example: training sessions; reading and research; observations of other teachers; observation and assessment of learners; feedback from your tutors; completing and reviewing their own Individual Learning Plan (ILP) They should not just describe something that happened; they should discuss what they thought as a result of the experience and what they learnt from it.</p>
Reliability	Consistency of measurement achieved by the use of an assessment method
Session plan	Plan prepared by the trainer prior to delivery of a training session
Skills	An organised pattern of mental and/or physical activity. Examples of skills include practical, numerical, decision-making and social
Skills analysis	See Task analysis
SMART	Specific, Measurable, Achievable, Realistic, Time bound

<b>Term</b>	<b>Definition</b>
Summarise	A brief account of the main issues/points explored and/or examined
Summative assessment	An assessment made to determine the final level of achievement. Often done by a final test or examination
Synchronous learning	Learning that takes place in an environment where the tutor and learner are simultaneously present, perhaps at different locations, but communicating with each other in real time
Task analysis	Breakdown of a task/job into its component skills (sometimes referred to as Skills analysis)
Teaching practice	The time allocated for candidates to demonstrate and build confidence in teaching/ training other learners. This could include where a candidate has sole responsibility for an individual or a group, teaches in front of/within a group to different groups/learners/levels, from pre-prepared or own designed curriculum materials, whether in paid or unpaid employment
Teaching practice portfolio	This will include a candidate's log of 150 hours' teaching and evidence relating to their learners, session planning, delivery and evaluation. It will include at least 8 observations of their teaching by the course team and involve observing at least 8 hours of their teaching in total.
Teaching/ training cycle	System approach which includes five inter-linked stages: identify needs, plan and design learning, deliver, assess and evaluate
Teacher/Trainer/Tutor	Person who is helping the learner to achieve a desired state/standard/ competence. Person who is advising, supporting and assessing the candidate
VACSR	Valid, Authentic, Current, Sufficient, Reliable
Validity	Extent to which an assessment method measures what it is supposed to measure
VARK	Visual, Aural, Read/write, Kinesthetic
Virtual classroom	Online learning environment where tutors and learners interact
Visual aid	Visual support material used to enhance the learning session, eg overhead transparency, diagram, slide projection, photograph/picture, video/film, model, computer program, interactive internet page (including audio visual equipment)

# Appendix 1 Forms

Form 1

Record of achievement: assessment

**Candidate Name**

**Enrolment number**

**Centre Name**

**Centre number**

**Level**

## Part one

Assessments	Credit Value	Pass/Refer	Marker signature and date	IV signature and date (if sampled)	EV signature and date (if sampled)
<b>Mandatory Module 1:</b> Preparing to teach in the Lifelong Learning Sector (This must front load delivery of all other modules comprising this qualification)					
<b>Mandatory Module 2:</b> Introduction to teaching and learning English (ESOL)					
<b>Mandatory Module 3:</b> Developing English (ESOL) literacy and language learning and teaching					
<b>Mandatory Module 4:</b> Theories of inclusive language and literacy development (ESOL)					

## Part two

Assessments	Credit Value	Pass/Refer	Marker signature and date	IV signature and date (if sampled)	EV signature and date (if sampled)
<b>Mandatory Module 5:</b> Theories and frameworks of literacy and language development in ESOL					
<b>Mandatory Module 6:</b> Curriculum development for inclusive practice in ESOL					

<b>Mandatory Module 7:</b> Professional practice in the Lifelong Learning Sector through continuing personal and professional development					
--	--	--	--	--	--

**Total credit value for the achievement of the 7305 Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (combining *Part one* and *Part two*)**

**120**

Name of Tutor/Assessor .....

Name of Subject Mentor .....

Name of Internal Verifier .....

**Certification can now be claimed for all successful assessments.**

Signed (Internal Verifier) ..... Date .....

**Appendix 1    Forms**

Form 2

Assessment front sheet and feedback record  
DTLLS English (ESOL) Level 5



**Assessment title**

**Related unit(s)**

**Type**

eg theory or  
practical

**Candidate name**

**Enrolment number**

**Date issued**

**Date submitted**

**I confirm that the evidence for this assessment is authentic and a true representation of my own work.**

Signature of candidate ..... Date .....

**Marker's feedback:**

Continue on separate sheet if necessary, see overleaf.

Marker and IV signature (IV if sampled) must be signed on following page

**Marker's feedback:**

(Continued from previous page)

Marker's name:

Grade:

Date:

Resubmission date (if referred):

Grade:

Date:

IV's name (if sampled):

Date:

(a separate IV record must be completed for each assessment sampled)

# Appendix 1

# Forms

Form 3

Scheme of work



**Teacher**

---

**Course/  
Qualification**

**Group**

**Duration:  
from – to**

---

**No of Sessions**

**Delivery hours**

**Venue**

---

<b>Aim of course</b>	
----------------------	--

<b>Dates</b>	<b>Objectives/learning outcomes</b> The learner will:	<b>Activities and resources</b>	<b>Assessment</b>

**Appendix 1 Forms**

Form 4 Session plan

<b>Teacher</b>	<b>Date</b>	<b>Room</b>
<b>Course/topic</b>	<b>Time</b>	<b>Duration</b>
<b>Aim</b>		

<b>Timing</b>	<b>Objectives/learning outcomes</b> The learner will be able to:	<b>Resources</b>	<b>Teacher/Trainer activities</b>	<b>Learner activities</b>	<b>Assessment</b>

**Appendix 1    Forms**  
 Form 5            Self evaluation

Date of session evaluated:

Topic covered:

Session number:

<b>Strengths</b>	<b>Areas for development</b>	<b>Action and improvements required</b>

# Appendix 1 Forms

Form 6

DTLLS English (ESOL) Observation report



This is a three page pro forma.

**Name of candidate**

**Date**

**Aim of session**

(as on session plan)

**Length of session**

**A total of 8 hours must be observed over a minimum of 8 occasions (6 hours of these must be in a subject specific context over a minimum of 6 occasions by a subject specialist observer)**

Minimum length of delivery/observation is **30 minutes.**

**Length of observation**

## Preparation

**Did the candidate**

**Y/N**

**Comments**

check the environment and resources beforehand?

take into account any health & safety issues?

ensure there were enough resources for all learners?

have a session plan to show appropriate sequencing and aim/objectives/learning outcomes?

## Delivery

**Did the candidate**

**Y/N**

**Comments**

deliver content appropriate to the session being observed – eg an introduction, main content and conclusion

establish and maintain a rapport with the individual/group?

<b>Did the candidate</b>	<b>Y/N</b>	<b>Comments</b>
--------------------------	------------	-----------------

demonstrate knowledge of their subject?

take into account different learning styles, eg VARK?

use appropriate and ranged activities which met the needs of the learners?

communicate effectively at an appropriate level?

manage the learners and session appropriately and effectively, eg dealing with disruptions?

appear confident and professional?

check that learning was taking place?

Include assessment opportunities in the delivery?

take into account entitlement, equality, differentiation, inclusivity and diversity?

integrate the Minimum Core into their delivery?

## **Monitoring**

<b>Did the candidate</b>	<b>Y/N</b>	<b>Comments:</b>
--------------------------	------------	------------------

ask questions and involve the individual/group where appropriate?

give positive feedback where relevant?

summarise the session?

achieve their aim/objective/learning outcomes?

clear the area afterwards?

complete relevant records?

Identify opportunities for  
learners to provide feedback?

---

evaluate their session?

**Give examples of how learning took place**

**Overall feedback:**

Observer signature: ..... Name: ..... Date: .....

**Appendix 1 Forms**

Form 7

Self evaluation:  
Micro-teaching / teaching practice delivery



**Session date**

**Delivered by**

---

**Title of session**

**Length of session**

---

**Strengths:**

**Areas for development:**

**Action required to improve the same session for the future:**

Candidate signature: ..... Date: .....

**Appendix 1    Forms**

Form 8

Peer group/tutor evaluation and feedback:  
Micro-teaching / theory assessment



**Session date**

**Delivered by**

---

**Title of session**

**Length of session**

---

**Strengths:**

**Areas for development:**

**Action required to improve the same session for the future:**

**This feedback can remain confidential, or you may sign your name if you wish.**

Name: ..... Signature: .....

## Appendix 1 Forms

### Form 9 Teaching practice log

**150** hours of teaching practice must be logged; at least **eight hours** (over a minimum of eight occasions) must be observed using Form 6/Form 10. **Six hours** of the eight hours observation must be in a subject specific context observed by an appropriate subject specialist observer (over a minimum of six occasions). Minimum delivery/observation time is 30 minutes. Teaching observation **excludes** practice completed as part of the 7303 qualification or *PTLLS* unit (Module 1). For full guidance, please refer to section 5.2 *Recommended delivery strategies: Teaching Practice* in this handbook.

**Candidate's  
name**

**Enrolment number**

<b>Date</b>	<b>Length of session</b>	<b>Details of learner(s) and session / level</b>	<b>Location</b>	<b>Observed by</b>	<b>Supporting evidence reference number</b> (for scheme of work, session plans, self evaluation, observer's report etc)

**Note:** Copies of this form may be made as necessary to evidence achievement of the 150 hours teaching practice requirement.

# Appendix 1 Forms

Form 10

Observation of assessment activity



This form should be used for recording observation of session(s) that involve assessment of learners.

**Name of candidate**

**Date**

---

**Name of learner**

**Qualification being assessed**

---

**Assessment can be in addition to/or part of the 150 hours teaching practice** (minimum length 30 minutes)

**Length of observation**

---

## Preparation

**Did the candidate**

**Y/N**

**Comments**

---

check the environment and resources beforehand?

---

take into account any health & safety issues?

---

ensure the assessment requirements were relevant to the qualification being assessed?

---

ensure the planned assessment method would meet learner needs?

---

agreed an assessment plan with the learner(s)?

## Assessment

**Did the candidate**

**Y/N**

**Comments**

---

establish and maintain a rapport with the learner(s)?

---

explain the assessment process and requirements?

<b>Did the candidate</b>	<b>Y/N</b>	<b>Comments</b>
--------------------------	------------	-----------------

demonstrate knowledge of their subject?		
---	--	--

ask questions in an encouraging manner?		
---	--	--

use relevant resources/ICT as appropriate?		
--	--	--

communicate appropriately and effectively to meet learner needs?		
--	--	--

appear confident and professional?		
------------------------------------	--	--

take into account entitlement, equality, inclusivity and diversity?		
---	--	--

### **Feedback**

<b>Did the candidate</b>	<b>Y/N</b>	<b>Comments</b>
--------------------------	------------	-----------------

give positive and constructive feedback?		
--	--	--

ensure the assessed evidence was VACSR?		
---	--	--

identify opportunities for learners to provide feedback?		
--	--	--

evaluate the assessment process?		
----------------------------------	--	--

communicate with others as necessary?		
---------------------------------------	--	--

complete records in accordance with organisation and awarding/external body requirements?		
---	--	--

<b>Overall feedback:</b>
--------------------------

**Overall feedback:**

Large empty rectangular box for providing overall feedback.

Observer signature: .....

Name: .....

Date: .....

This form is to be completed at the end of the programme for Module 1 *PTLLS*.

**Candidate  
name**

**Tutor name**

**My overall development and strengths as a result of attending this programme:**

**Personal Statement:** Where I am now, the subject I wish to deliver and what I wish to do in the future:

**Action Plan:** What I intend to do now to help me gain a teaching/training position or progress with my teaching/training career:

Candidate signature: ..... Date: .....

**Appendix 1    Forms**  
Form 12            PTLLS Observation report



This form is to be completed for micro-teaching / teaching practice observations for Module 1 PTLLS.

This is a three page pro forma.

<b>Name of candidate</b>	<b>Date</b>
--------------------------	-------------

---

<b>Aim of session</b> (as on session plan)	<b>Length of session</b>
---	--------------------------

---

<b>A total minimum of 30 minutes of micro-teaching/teaching practice must be observed</b>	<b>Length of observation</b>
---	------------------------------

**Preparation**

<b>Did the candidate</b>	<b>Y/N</b>	<b>Comments</b>
--------------------------	------------	-----------------

---

check the environment and resources beforehand?

---

take into account any health & safety issues?

---

ensure there were enough resources for all learners?

---

have a session plan to show: aim/objectives/learning outcomes?

**Delivery**

<b>Did the candidate</b>	<b>Y/N</b>	<b>Comments</b>
--------------------------	------------	-----------------

---

deliver an introduction, main content and conclusion?

---

establish and maintain a rapport with the individual/group?

---

demonstrate knowledge of their subject?

<b>Did the candidate</b>	<b>Y/N</b>	<b>Comments</b>
--------------------------	------------	-----------------

take into account different learning styles, eg VARK?

use a range of activities as appropriate?

use relevant resources as appropriate?

communicate clearly and effectively?

appear confident and professional?

take into account entitlement, equality, differentiation, inclusivity and diversity?

### **Monitoring**

<b>Did the candidate</b>	<b>Y/N</b>	<b>Comments:</b>
--------------------------	------------	------------------

ask questions and involve the individual/group where appropriate?

give positive feedback where relevant?

summarise the session?

achieve their aim/objective/learning outcomes?

clear the area afterwards?

Identified opportunities for learners to provide feedback?

evaluate their session?

**Give examples of how learning took place:**

**Overall feedback:**

Observer signature: ..... Name: ..... Date: .....

## Appendix 2 Professional discussion



This form is recommended for use with level 3 units only.

**Name of candidate**

---

**Qualification**

---

**Assessor name**

---

Areas to be covered within the discussion	Reference to units

Outline record of professional discussion content (use additional sheets as required)	<b>Tape counter number</b> (for use when recording candidates delivering sessions)

**Outline record of professional discussion content  
(use additional sheets as required)**

**Tape  
counter  
number**  
(for use when  
recording  
candidates  
delivering  
sessions)

**Start time**

**Finish time**

**Counter reference  
(if recording used):**

**Start number**

**End number**

**The above is an accurate record of the discussion.**

Candidate signature: .....

Date: .....

Assessor signature: .....

Date: .....

Internal Verifier signature (if sampled): .....

Date: .....

**Appendix 3      Example tutorial review**



**Name of candidate:**

---

**Name of tutor**

**General comments/update from last tutorial:**

**Issues discussed today:**

**Action required:**

**By when:**

**Examples of activities undertaken by candidates during non-contact time with tutor:**

Candidate signature: .....

Date: .....

Tutor signature: .....

Date: .....

# Appendix 4 Tutor tracking sheet

Enter dates of successful completion of each assessment.

Candidate name	Part one	Module 1	Module 2	Module 3	Module 4	Part two	Module 5	Module 6	Module 7

Candidate name	Part one	Module 1	Module 2	Module 3	Module 4	Part two	Module 5	Module 6	Module 7

Candidates are required to write a Reflective Learning Journal from the commencement of the programme, which encompasses their own learning and teaching practice. The journal entries must provide the basis for meeting the required assessment outcomes. Only **one** Reflective Learning Journal is required across the full programme.

For the *PTLLS* module, candidates **must** complete a journal entry after each assessment task (eg task 1, task 2, task 3, etc) completed for the *PTLLS* theory and practical assessments and / or each session attended throughout the module programme. Candidates are permitted to use their own journal format or use this pro forma.

**Name of candidate**

---

**The main points from this journal fit into assessment task no:**

---

**The main points I have learnt from this unit/session are:**

**How I could develop my practical skills as a result of this unit/session:**

**How I could develop my knowledge and understanding as a result of this unit/session:**

Candidate signature: .....

Date: .....

Module no:

Module title:

**Candidate declaration:**

I confirm that the evidence listed for this module is authentic and a true representation of my own work.

Candidate name: .....

Candidate enrolment number: .....

Candidate signature: ..... Date: .....

**Assessor declaration:**

I confirm that this candidate has achieved all the requirements of this module with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the module should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient (VACSR).

Assessor name: .....

Assessor signature: ..... Date: .....

Countersignature: (if relevant) ..... Date: .....

**Internal verifier declaration:**

This section to be left blank if sampling of this module did not take place.

I have internally verified the assessment work on this module in the following ways (please tick):

- sampling candidate and assessment evidence
- observation of assessment practice
- discussion with candidate
- other – please state:

I confirm that the candidate’s sampled work meets the standards specified for this module and may be presented for external verification and/or certification.

Not sampled

Internal verifier name: .....

Internal verifier signature: ..... Date: .....

Countersignature: (if relevant) ..... Date: .....

## Appendix 7      Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

<b>Nation</b>	<b>Who to contact</b>	<b>Website</b>
England	The Qualifications and Curriculum Authority	<a href="http://www.qca.org.uk">www.qca.org.uk</a>
Scotland	The Scottish Qualifications Authority	<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>
Wales	The Department for Education, Lifelong Learning and Skills Wales	<a href="http://www.new.wales.gov.uk">www.new.wales.gov.uk</a>
Northern Ireland	The Council for Curriculum, Examinations and Assessment	<a href="http://www.ccea.org.uk">www.ccea.org.uk</a>

## Appendix 8 Summary of City & Guilds' assessment policies

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

## Appendix 9 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
<b>England</b>	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at <b><a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a></b> and, for funding for a specific qualification, on the Learning Aims Database <b><a href="http://providers.lsc.gov.uk/lad">http://providers.lsc.gov.uk/lad</a></b>.</p>	<p>Contact the Higher Education Funding Council for England at <b><a href="http://www.hefce.ac.uk">www.hefce.ac.uk</a></b>.</p>
<b>Scotland</b>	<p>Colleges should contact the Scottish Further Education Funding Council, at <b><a href="http://www.sfc.co.uk">www.sfc.co.uk</a></b>. Training providers should contact Scottish Enterprise at <b><a href="http://www.scottish-enterprise.com">www.scottish-enterprise.com</a></b> or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at <b><a href="http://www.shefc.ac.uk">www.shefc.ac.uk</a></b>.</p>
<b>Wales</b>	<p>Centres should contact the department for education, Lifelong Learning and skills: <b><a href="http://www.new.wales.gov.uk">www.new.wales.gov.uk</a></b></p>	<p>Centres should contact the department for education, Lifelong Learning and skills: <b><a href="http://www.new.wales.gov.uk">www.new.wales.gov.uk</a></b></p>
<b>Northern Ireland</b>	<p>Please contact the Department for Employment and Learning at <b><a href="http://www.delni.gov.uk">www.delni.gov.uk</a></b>.</p>	<p>Please contact the Department for Employment and Learning at <b><a href="http://www.delni.gov.uk">www.delni.gov.uk</a></b>.</p>

## Appendix 10 City & Guilds contacts

### City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.
City & Guilds QTLS website	<a href="http://www.cityandguilds.com/qtls">www.cityandguilds.com/qtls</a>	This is the dedicated City & Guilds website for providing the latest information and related publications on the new QTLS framework for the Lifelong Learning Sector.
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	<a href="http://www.walled-garden.com">www.walled-garden.com</a>	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

### Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail	Query types
<a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>	all learner enquiries, including <ul style="list-style-type: none"><li>requesting a replacement certificate</li><li>information about our qualification</li><li>finding a centre.</li></ul>
<a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>	all centre enquiries
<a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>	all enquiries relating to the Walled Garden, including <ul style="list-style-type: none"><li>setting up an account</li><li>resetting passwords.</li></ul>

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