

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

## Qualification handbook

Qualified Teacher Learning and Skills (QTLS) framework



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# Level 5 Diploma in Teaching 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 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 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
- practical and theory assessments.

## 2 About the qualification

### 2.1 Aim of the qualification

The Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is for Pre-service or In-service 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 **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 **range** of 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 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 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 anticipated that a skill specific qualification or the ability to demonstrate level 3 skills in a skill specific area is recommended.

### About the level of this qualification

The Diploma in Teaching in the Lifelong Learning Sector (7305) comprises units at both level 3/4 (*Part one*) and level 5 (*Part two*). Upon successful completion of the relevant mandatory and optional units (at both level 3/4 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 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)**.

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 Teaching 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
- 7305 Level 5 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector
- 7305 Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector
- 7305 Level 5 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector
- 7305 Additional Diploma in Teaching English (Literacy) in the Lifelong Learning Sector
- 7305 Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector
- 7305 Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector.

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 mandatory** units (total 90 credits: two units at level 3 or 4, two units at level 4 and three units at level 5) and **optional units** to the minimum total value of 30 credits. For the optional credits, 15 credits must be achieved at level 4, and 15 credits must be achieved at level 5.

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

- **part one** staged at level 3 / 4 as indicated below, consisting of mandatory and optional units; **plus**
- **part two** staged at level 5, consisting of mandatory and optional units.

#### Part one

City & Guilds unit number*	Unit title	Unit level	Mandatory /Optional unit	Qualifications and Credit Framework (QCF) value
Unit 1	Preparing to teach in the Lifelong Learning Sector	Level 3/4	Mandatory	6 credits
Unit 2	Planning and enabling learning	Level 3/4	Mandatory	9 credits
Unit 3	Enabling learning and assessment	Level 4	Mandatory	15 credits
Unit 4	Theories and principles for planning and enabling learning	Level 4	Mandatory	15 credits
From a selection	Optional unit from a selection (refer to 7305 DTLIS level 4 optional units handbook)	Level 4	Optional	15 credits

## Part two

City & Guilds unit number*	Unit title	Unit level	Mandatory /Optional unit	Qualifications and Credit Framework (QCF) value
Unit 5	Continuing personal and professional development	Level 5	Mandatory	15 credits
Unit 6	Curriculum development for inclusive practice	Level 5	Mandatory	15 credits
Unit 7	Wider professional practice	Level 5	Mandatory	15 credits
From a selection	Optional unit from a selection (refer to 7305 DTLLS level 5 optional units handbook)	Level 5	Optional	15 credits

\*For details of component numbers for the specified units 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 qualification is as follows:

QCA reference	Qualification title
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500/2087/0	Level 5 Diploma in Teaching in the Lifelong Learning Sector
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The *PTLLS* mandatory unit and *Planning and enabling learning* unit (both at level 3 or 4, totalling 15 credits) may be carried forward from either the 7303 Award in Preparing to Teach in the Lifelong Learning Sector and/or the 7304 Certificate in Teaching in the Lifelong Learning Sector. It can also be studied alongside/within the level 5 DTLLS, provided they are ‘front loaded’. Part one units **must** be delivered to candidates prior to Part two units.

The 7305 DTLLS is a core and options qualification. For the options, the units may:

- reflect the context or setting in which teaching and learning takes place
- be elements related to a particular teaching role
- be specialised units on particular subjects; for example, ‘assessment’.

### 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 Level 5 Diploma in Teaching in the Lifelong Learning Sector (7305) is **120 credits**.

To achieve the qualification, candidates must successfully complete the assessments covering **all** mandatory units **plus** assessments for the chosen optional units for Parts one and two.

## 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 *Level 5 Diploma in Teaching 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, assessment will be covered by **one** practical and **one** theory assessment at level 3 or level 4. The remaining units, at both level 4 and level 5, will be assessed by assessment tasks provided at the end of each unit and are to be marked internally by the centre. Delivery and assessment of Part one units must take place prior to Part two units.

Assessments and unit content for the optional units are provided in either the level 4 or level 5 Diploma in teaching in the Lifelong Learning Sector optional units handbook, available to download from [www.cityandguilds.com/qtls](http://www.cityandguilds.com/qtls).

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 plan and prepare delivery of their teaching practice sessions. This will also 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 units.

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, centres must 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** during their 150 teaching practice hours. Form 6 *Observation Report* must 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.

**Teaching observation excludes observed practice completed as part of the 7303 PTLLS qualification or PTLLS unit, or theory assessment for the Planning and enabling learning unit at level 3 or level 4, 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 DTLLS programme. Constructive and developmental feedback should be given. Centres should use their professional judgement when making decisions. Mentors are encouraged to observe candidates, in addition to the required tutor observations.

## **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 co-ordinator and made available to the EV and/or City & Guilds.

## 3 Candidate entry requirements

### Candidate entry requirements

Candidates should be qualified to level 3 or be able to demonstrate level 3 skills in the subject they intend to teach, have access to 150 teaching practice hours and possess reasonable levels of language, literacy, numeracy and ICT. For further guidance, refer to section 5 *Initial assessment* in this document.

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. 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 the *Planning and enabling learning unit, Theories and principles for planning and enabling learning unit, and Enabling learning and assessment unit.***

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.

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

Achievement of the six credit Preparing to Teach in the Lifelong Learning Sector (PTLLS) unit and the nine credit Planning and enabling learning unit is a **mandatory** requirement of the Level 5 Diploma in Teaching in the Lifelong Learning Sector (7305).

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

## 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)**, (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 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 (QSC) to guide the centre through the approval process. They will also provide details of the fees for approvals.

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 Level 5 Diploma in Teaching in the Lifelong Learning Sector (7305), 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 in the Lifelong Learning Sector (DTLLS) 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, and 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 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

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

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.

Candidates successfully achieving assessments for each unit will be issued with a Certificate of Unit Credit (CUC). Candidates successfully achieving the required number of units to gain 120 credit points will receive the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) at Level 5.

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 Walled Garden 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 unit declaration record is completed for each unit achieved (Appendix 6).

## Certificate of unit credit (CUC)

A 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 completed the assessment for the relevant units. They do not need to wait until their full programme has been completed.

## 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 *The structure of the qualification*.

## 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.

#### Staffing for the DTLLS

It is possible for members of the DTLLS delivery team, including teaching practice observers, to hold differing levels of qualification and experience (minimum level 4). However, the team leader and primary tutors must hold a qualification 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 in the Lifelong Learning Sector, Certificate in Education (Cert Ed), or Post-graduate Certificate in Education (PGCE). This core 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.

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

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), 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 techniques and be familiar with the requirements of 7304 CTLLS/ 7305 DTLLS.

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 undertook 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.

EVs 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 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, Assessor and Internal Verifier at the beginning of their programme
- identify within the programme delivery team the role of the tutor, any other assessors and Internal Verifier
- ensure there are adequate resources; both 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
- ensure, where several members of staff are involved in the delivery of the qualification, that requirements and standards are interpreted consistently
- maintain records of standardisation activities
- ensure that an appropriate referral policy is in place
- maintain a list of teaching practice locations.

### **Tutor:**

The role of the Tutor is to:

- 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
- provide a programme for delivery of the qualification
- 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 them progressing beyond Unit 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 and Planning and enabling learning 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 (TPP) and reflective learning journal (RLJ) 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 Observer (must be a member of the course delivery team)**

The role of the Teaching Practice Observer is to:

- 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 for a minimum of 30 minutes per session observed)
- 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.

### **Mentor:**

- It is recommended that the mentor is a specialist in the relevant field, 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 Verifier:**

The role of the Internal Verifier (IV) is to ensure that:

- all assessments are sampled; the sample should cover all candidates, assessors and locations. Centres should use the smallest sample size that addresses all 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 micro-teach/teaching practice sessions (live and/or visual 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 to support good practice
- 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 Verifier:**

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

- initial assessment records are sampled
- 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
- all assessment questions are sampled and that the sample covers all candidates, assessors and locations
- centre standardisation activities take place and are recorded
- candidates are registered with the 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.

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 Level 5 DTLLS candidate undergoes an entry assessment before commencing the course. This is to determine their suitability to undertake the qualification in terms of aptitude and Minimum Core skills. The format and content of this assessment should be decided by the centre. The outcomes of the initial assessment should be used to establish prior learning and experience and preferred learning styles, and should be recorded in the candidate's action plan / Individual Learning Plan (ILP).

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 **must** be embedded within Unit 2 *Planning and enabling learning*, Unit 3 *Enabling learning and assessment* and Unit 4 *Theories and principles for planning and enabling learning*.

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 Unit 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 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 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 can be holistic or by unit following delivery of the PTLLS unit / 7303 PTLLS Award.

When planning delivery of the programme, centres must address all the points of the aims and content for the unit (section aims for PTLLS unit). At level 3, there is no need to cover theorists in detail. At level 4, candidates should be encouraged to use their non-contact time for theoretical research and reading.

The first units to be delivered and assessed **must** be Unit 1 *Preparing to teach in the Lifelong Learning Sector* and Unit 2 *Planning and enabling learning* for **either** delivery model. All the learning outcomes, content and assessment activities should be covered as part of the centre's programme/scheme of work. Once *PTLLS* and *Planning and enabling learning* have been delivered and assessed, there is no requirement to deliver the remaining units chronologically, however all Part one units must be delivered to candidates prior to Part two units (see section 2.2). Provided that the requirements for the qualification are met, tutors may design programmes of study 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 should be encouraged to observe an experienced practitioner. This does not form part of their assessment, 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 units, 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 a range of 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
- unit content and specification for units undertaken by candidates are considered by observers when planning and recording observations.

## 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 and 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, provided all points are covered.

## Teaching Practice Observation

Teaching Practice Observers must be qualified 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 (minimum 30 minutes each) must be observed.

**Teaching observation excludes observed practice completed as part of the 7303 PTLLS qualification or PTLLS unit, or theory assessment in the Planning and enabling learning unit at level 3 or level 4, or mentor observations.**

## 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.

For the PTLLS unit, 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 unit programme. Candidates are permitted to use their own journal format during the course or use Appendix 5.

## **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 Level 5 Diploma in Teaching in the Lifelong Learning Sector (7305) qualification.

#### 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</i> - Learning Matters.	1844451173
Petty, G. (2004) (3rd Edn) <i>Teaching Today</i> . Nelson Thornes.	0748785256
Reece, I., and Walker, S. (2006) (6 <sup>th</sup> 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

#### Additional publications

Title
Armitage, A. (2003) <i>Teaching and training in Post Compulsory Education</i> . OUP
Ashcroft, K., and Foreman-Peck, L. (1994) <i>Managing Teaching and Learning in Further and Higher Education</i> . Falmer Press, London.
Beaty, L. (1997) <i>Developing Your Teaching Through Reflective Practice</i> . SEDA
Black, P., et al (2003) <i>Assessment for Learning: putting it into practice</i> . Maidenhead: Open University Press.
Bloom, B. (ed) (1956) <i>Taxonomy of Educational Objectives: The Classification of Educational Goals</i> . Longman.
Bolton, G. (2005) (2 <sup>nd</sup> ed) <i>Reflective Practice</i> . London: Sage Publications Ltd.
Curzon, L., B. (2003) <i>Teaching in Further Education</i> . Continuum International Publishing Group.
Egan, G. (2002) (7 <sup>th</sup> edn) <i>Skilled Helper</i> . Thomson Learning

## Title

- 
- Gardner, H. (1993) *Multiple Intelligences: The Theory in Practice*. Basic Books.
- 
- Hill, C. *Teaching with e-learning in the Lifelong Learning Sector*. Learning Matters.
- 
- Hillier, Y. (2002) *Reflective Teaching in Further and Adult Education*. London: Continuum.
- 
- Hitching J, (2008) *Maintaining your Licence to Practice*, Learning Matters
- 
- Honey, P., and Mumford, A. (2000) *The Learning Styles Helper's Guide*. Peter Honey Publications.
- 
- Huddleton, P., and Unwin, L. (2002) (rev edition) *Teaching and Learning in Further Education: Diversity and Change*. Routledge Falmer.
- 
- Jarvis M, (2005) *The Psychology of Effective learning and teaching*. Nelson Thornes, Cheltenham.
- 
- Kise, J. (2007) *Differentiation through Personality Types: a framework for instruction, assessment and classroom management*. London: Sage.
- 
- Kelly, S. et al (2004) *Teaching and Learning Writing: a review of research and practice* London: NRDC
- 
- Kolb, D. A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall
- 
- Maier, P. (1997) *Using Technology in Teaching and Learning*. Routledge Falmer.
- 
- Maslow, A. (1987) (Rev edn) *Motivation and Personality*. Longman
- 
- Minton D, (2005) *Teaching Skills in Further and Adult Education*. rev edition Thomson Learning
- 
- Moon, J. (1999) *Reflection in Learning and Professional Development*. Routledge Falmer
- 
- Neary, M. (2002) *Curriculum Studies in Post-Compulsory and Adult Education*. Nelson Thornes
- 
- Nicholls, G. (2002) *Developing Teaching and Learning in Higher Education*. London: Routledge
- 
- Petty, G. (2006) *Evidence Based Teaching*. Nelson Thornes.
- 
- Race, P. (2007) (3rd edn) *The Lecturer's Toolkit: a practical guide to learning, teaching and assessment*. London: Kogan Page
- 
- Reece, I., and Walker, S. (2006) (6th rev edn) *Teaching, Training and Learning: A Practical Guide*. Business Education Publishers Ltd.
- 
- Rogers, A. (2002) (Rev edn) *Teaching Adults*. OUP
- 
- Scales, P. (to be published 2008) *Teaching in the Lifelong Learning Sector*. McGraw-Hill/Open University press.
- 
- Schon, D. (1983) *The Reflective Practitioner: How Professionals Think in Action* USA: Basic Books Inc
- 
- Wallace, S. (2007) *Getting the buggers motivated in FE* London: Continuum
- 
- Wallace, S. (2005) (2nd edn) *Teaching and Supporting Learning in Further Education*. Exeter: Learning Matters Ltd.
- 
- Wallace, S. (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector*. Learning Matters.
- 
- Wragg, E. (2001) *Assessment and Learning in the Secondary School (Successful Teaching)* London: Routledge Falmer
- 
- Wallace S, Gravells J., *Mentoring*. Learning Matters.

## Website addresses

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

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

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[www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)

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[www.fe-today.co.uk](http://www.fe-today.co.uk)

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

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

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

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

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

[www.maths4life.org](http://www.maths4life.org)

[www.move-on.org.uk](http://www.move-on.org.uk)

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

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

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

[www.pcet.net](http://www.pcet.net)

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

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

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

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

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

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

## **Journals / other publications**

### **Title**

*Training journal*, Fenman.

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

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

Department for Education and Skills (2004) *Equipping Our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector* London. DfES

Department for Education and Skills (2002) *Success for All: Reforming Further Education and Training*. DfES

Key post-16 policies and strategies eg *Every Child Matters*, *The Leitch Review of Skills*

Tomlinson, J. (1996) *Inclusive Learning: Report of Students with Learning Difficulties and/or Disabilities*. FEFC

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

## 6 Summary of assessment requirements

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

- assessments for each mandatory unit at level 3 / level 4 for Part one, and level 5 for Part two as indicated below
- optional unit assessment(s) as specified in the optional unit qualification handbook at level 4 or level 5
- **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 unit assessment requirements.

City & Guilds provides the following assessments:

### Part one

Unit No*	Title	Assessment method	Where to obtain assessment materials
Unit 1	Preparing to teach in the Lifelong Learning Sector	Level 3 theory assessment covering all five sections	Available at the end of the named unit in this qualification handbook
		Level 3 practical assessment covering all five sections	
		Level 4 theory assessment covering all five sections	
		Level 4 practical assessment covering all five sections	
Unit 2	Planning and enabling learning	Level 3 theory assessment	Available at the end of the named unit in this qualification handbook
		Level 3 practical assessment	
		Level 4 theory assessment	
		Level 4 practical assessment	
Unit 3	Enabling learning and assessment	Level 4 assessment	Available at the end of the named unit in this qualification handbook
Unit 4	Theories and principles for planning and enabling learning	Level 4 assessment	Available at the end of the named unit in this qualification handbook

<b>Unit No*</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
Optional unit(s) (from a selection to the minimum value of 15 credits at level 4)		As specified	Available from the <i>DTLLS Guide for Centres – Level 4 optional units</i> handbook.

## **Part two**

<b>Unit No*</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
Unit 5	Continuing personal and professional development	Level 5 assessment	Available at the end of the named unit in this qualification handbook
Unit 6	Curriculum development for inclusive practice	Level 5 assessment	Available at the end of the named unit in this qualification handbook
Unit 7	Wider professional practice	Level 5 assessment	Available at the end of the named unit in this qualification handbook
Optional unit(s) (from a selection to the minimum value of 15 credits at level 5)		As specified	Available from the <i>DTLLS Guide for Centres – Level 5 optional units</i> handbook.

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

Candidates have the opportunity to achieve at either level 3 or level 4 for the PTTLS unit / Planning and enabling learning unit, regardless of the level of the assessment undertaken, should they demonstrate within their assessment the knowledge, skills and competence relevant to the assessment criteria for that level.

## **Grading and marking**

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

## **7 Units**

### **7.1 About the units**

#### **Structure of units**

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

- title
- unit reference
- aim
- list of learning outcomes
- unit content
- assessment criteria / outcomes
- assessment questions
- guidance on incorporating the Minimum Core (where relevant to the unit)
- examples of teaching and learning strategies
- statement of contact and non-contact hours
- guidance on micro-teaching / teaching practice and observation (where relevant to the unit)
- relationship to the standards
- assessment tasks at level 3 / level 4 for Part one, and level 5 for Part two.

## 7 Units

### 7.2 The units

#### Part one

Unit No*	Title	Mandatory / Optional	Credit value
Unit 1	Preparing to teach in the Lifelong Learning Sector (consisting of <b>five</b> sections)	Mandatory	6 credits
Unit 2	Planning and enabling learning	Mandatory	9 credits
Unit 3	Enabling learning and assessment	Mandatory	15 credits
Unit 4	Theories and principles for planning and enabling learning	Mandatory	15 credits
Optional unit	Optional unit from selection provided in <i>DTLLS Qualification handbook – Level 4 optional units handbook</i> .	Optional	15 credits (minimum)

#### Part two

Unit No*	Title		Credit value
Unit 5	Continuing personal and professional development	Mandatory	15 credits
Unit 6	Curriculum development for inclusive practice	Mandatory	15 credits
Unit 7	Wider professional practice	Mandatory	15 credits
Optional unit	Optional unit from selection provided in <i>DTLLS Qualification handbook – Level 5 optional units handbook</i> .	Optional	15 credits (minimum)

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

## 8 Part one units

<b>Unit No</b>	<b>Title</b>	<b>Mandatory / Optional</b>	<b>Credit value</b>
Unit 1	Preparing to teach in the Lifelong Learning Sector (consisting of <b>five</b> sections)	Mandatory	6 credits
Unit 2	Planning and enabling learning	Mandatory	9 credits
Unit 3	Enabling learning and assessment	Mandatory	15 credits
Unit 4	Theories and principles for planning and enabling learning	Mandatory	15 credits
Optional unit	Optional unit from selection provided in <i>DTLLS Qualification handbook – Level 4 optional units handbook</i> .	Optional	15 credits (minimum)

# Unit 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: generic, eg health & safety, equal opportunities, child protection, data protection; subject specific, eg legislation related to the candidate's area of specialism
- record keeping.

### Assessment criteria

At **Level 3** the candidate must be able to:

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

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 3** candidates must:

- describe what their role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle
- identify 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
- explain how they could promote inclusion, equality and diversity with their current/future learners
- identify other points of referral available to meet the potential needs of learners
- explain the need for keeping records and describe the types of records they would maintain.

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 unit.

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 unit 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 and in the Lifelong Learning Sector in England*:

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

# Unit 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 3** the candidate must be able to:

- identify relevant approaches to teaching and learning in relation to the specialist area
- explain ways to embed elements of Functional Skills in the specialist area
- justify the selection of teaching and learning approaches for a specific session.

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 3** candidates must:

- identify and justify the reasons behind their choice of teaching and learning approaches and use of resources in relation to the specialist area for one of the delivered sessions
- explain ways to embed elements of Functional Skills in their specialist area.

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 unit.

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 unit 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
- CK3.1

# Unit 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 3** the candidate must be able to:

- plan a teaching and learning session which meets the needs of individual learners
- justify the selection of resources for a specific session.

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 3** 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 session plan(s) (these can be from the scheme of work or different) for a minimum of 30 minutes. This should be a combination of two 15 minutes sessions, or one 30 minute session for micro-teaching, or one session of at least 30 minutes for teaching practice.

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 unit.

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 unit 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.

# Unit 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 3** the candidate must be able to:

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

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

- analyse different ways to establish ground rules with learners which underpin 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 3** candidates must:

- explain the ways in which they would establish ground rules with their learners, which underpin behaviour and respect for others
- deliver micro-teach/teaching practice sessions, demonstrating a selection of teaching and learning approaches to engage and motivate learners. They need to communicate appropriately and effectively with their learners. The same planned session is not to be delivered more than once (minimum total 30 minutes of delivery)
- obtain feedback from peers and tutor/observer, completing a self-evaluation to reflect and evaluate the effectiveness of their teaching role. Give feedback to their peers regarding their delivery (peer feedback is applicable to micro-teach sessions only)
- complete a reflective learning journal after each assessment and/or session attended throughout the PTLLS programme (Candidates may choose their own format for learning journals throughout the programme, however, Form 8 should be used to summarise each assessment)
- at the end of the programme, complete a summative profile and action plan.

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-teach / 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 task completed and/pr session attended throughout the PTLLS programme. Candidates may choose their own format for learning journals throughout the programme, however, 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 unit.

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 unit 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*:

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

# Unit 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 3** the candidate must be able to:

- identify different assessment methods
- explain the use of assessment methods in different contexts, including reference to initial assessment
- explain the need for record keeping in relation to assessment.

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 3** candidates must:

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

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 unit.

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 unit 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 and in the Lifelong Learning Sector in England*:

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

# Unit 1 Preparing to teach in the Lifelong Learning Sector

## Level 3 theory assessment

### About this assessment

This assessment is to be used to assess candidates undertaking the **theory** section of Unit 1 Preparing to teach in the Lifelong Learning Sector at **level 3**. 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 Describe what your role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle.  
Recommended word count: 300-500 words.
- 2 Identify 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: 150-250 words.
- 3 Explain how you could promote inclusion, equality and diversity with your current/future learners. Identify other points of referral available to meet the potential needs of learners.  
Recommended word count: 200-300 words.
- 4 Explain the ways in which you would establish ground rules with your learners, and which underpin behaviour and respect for others.  
Recommended word count: 150-250 words.
- 5 Explain ways to embed elements of Functional Skills in your specialist area.  
Recommended word count: 200-300 words.
- 6 Explain the need for keeping records and describe the types of records you would maintain.  
Recommended word count: 200-400 words.
- 7 State the different assessment methods available and explain the ones you would use for your subject area, including reference to initial assessment. State the types of assessment records you would complete and explain why.  
Recommended word count: 300-500 words.

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.

## **Grading**

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

# Unit 1 Preparing to teach in the Lifelong Learning Sector

## Level 3 practical assessment

### About this assessment

This assessment is to be used to assess candidates undertaking the **practical** section of Unit 1 Preparing to teach in the Lifelong Learning Sector at **level 3**. 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 session plan(s) (these can be from the scheme of work or different) for a minimum of 30 minutes. (This should be a combination of two 15 minute sessions or one 30 minute session for micro-teach or one session of at least 30 minutes for teaching practice).  
Use Form 4 in Appendix 1, or equivalent.
- 3 Deliver the micro-teach/teaching practice session(s), demonstrating a selection of teaching and learning approaches to engage and motivate learners. You need to communicate appropriately and effectively with learners. You must not deliver the same planned session more than once (total 30 minutes of delivery).
- 4 Explain and justify the reasons behind your choice of teaching and learning approaches and use of resources for one of your delivered sessions.  
Recommended word count: 150-250 words.
- 5 Obtain feedback from your peers and tutor/observer, and complete a self evaluation to reflect and evaluate the effectiveness of your own teaching. Give feedback to your peers regarding their delivery. (Peer feedback is applicable to micro-teach sessions only).  
Use Forms 12 and 7 in Appendix 1.
- 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.

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 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.

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.

## **Grading**

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

# Unit 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 Unit 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 (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**.

# Unit 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 Unit 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 (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**.

## Unit 2

## Planning and enabling learning

### Aim

The aim of this unit is to enable candidates to design and plan learning and teaching to meet curriculum requirements. The candidate will be expected to demonstrate their ability to plan for inclusive learning by being able to select, use and analyse a range of teaching strategies to meet learners' needs in a range of learning contexts. Candidates will also be expected to be able to draw on a range of internal and external networks and contacts to enhance the learning programme. In addition, candidates will be enabled to demonstrate knowledge and understanding of the Minimum Core specifications in literacy, numeracy, language and ICT as it relates to their own specialist area.

### Learning outcomes

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

- ways to negotiate individual goals with learners
- how to plan for inclusive learning
- how to use teaching and learning strategies and resources inclusively to meet curriculum requirements
- how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation
- how to demonstrate knowledge of the Minimum Core in own practice
- how to use reflection, evaluation and feedback to develop own practice.

### Unit content

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

- teaching/training cycle
- principles of learning, eg relevant theories, learning styles and motivation (theorists do not need to be covered in great detail at level 3)
- induction, initial assessment, icebreakers, ground rules
- prior learning, action planning and target setting
- planning and designing learning to meet the requirements of a learning programme
- schemes of work and session plans
- programme design, its relationship with the syllabus and the requirements of external and endorsement agencies
- concepts of pedagogical and andragogical models of learning
- working with individuals, and with small and large groups
- health and safety considerations in the design of learning programmes/schemes of work
- entitlement, equality, inclusivity, diversity and differentiation
- liaising with others/external agencies
- resources and their use in a teaching environment, criteria for identifying and adapting resources to meet the different needs of learners, including ICT
- patterns of communication, models of verbal and non-verbal communication
- potential disruptions within the learning environment
- the roles and functions of the teacher; including organisational, administrative, interpersonal roles and functions
- ways of reviewing own practice

- opportunities for professional development
- programme evaluation
- learner review.

## Assessment criteria

At **Level 3** the candidate must be able to:

- explain the role of initial assessment in the learning and teaching process
- describe different methods of initial assessment for use with learners
- explain ways of planning, negotiating and recording learning goals with learners
- establish and maintain an inclusive learning environment
- devise a scheme of work which meets learners' needs and curriculum requirements
- devise session plans which meet the aims and needs of learners
- explain ways in which session plans can be adapted to the individual needs of learners
- plan the use of a variety of delivery methods, explaining the choice
- identify opportunities for learners to provide feedback to inform practice
- use a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met
- identify 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
- identify literacy, language, numeracy and ICT skills which are integral to own specialist area
- select / adapt and use a range of inclusive resources to promote inclusive learning and teaching
- use different communication methods and skills to meet the needs of learners and the organisation
- identify ways in which own communication skills could be improved, including an explanation of how barriers to effective communication might be overcome
- liaise with other relevant parties to effectively meet the needs of learners
- apply Minimum Core specifications in literacy, numeracy, language, mathematics and ICT user skills to improve own practice
- use regular reflection and feedback from others, including learners, to evaluate and improve own practice.

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

- analyse the role of initial assessment in the learning and teaching process
- describe and evaluate different methods of initial assessment for use with learners
- evaluate ways of planning, negotiating and recording learning goals with learners
- establish and maintain an inclusive learning environment
- devise and justify a scheme of work which meets learners' needs and curriculum requirements
- devise and justify session plans which meet the aims and needs of individual learners and/or groups
- analyse ways in which session plans can be adapted to the individual needs of learners
- plan the appropriate use of a variety of delivery methods, justifying the choice
- identify and evaluate opportunities for learners to provide feedback to inform practice
- select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met
- 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

- identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement
- select/adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching
- use and evaluate different communication methods and skills to meet the needs of learners and the organisation
- evaluate own communication skills, identifying ways in which these could be improved including an analysis of how barriers to effective communication might be overcome
- identify and liaise with relevant parties to effectively meet the needs of learners
- apply Minimum Core specifications in literacy, language, mathematics and ICT user skills to improve own practice
- use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as .

## Minimum Core

When delivering this unit, 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)). This unit offers opportunities to demonstrate the knowledge and understanding elements of the Minimum Core for:

- **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 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 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 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
  - 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 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 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 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.

## **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.

## Contact and non-contact hours

It is recommended that 45 contact hours and 45 non-contact hours should be allocated for this unit. This may be on a full time or part time basis.

## Assessment

This unit 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 facilities to support research activities in preparation for delivery of their theory assessment
- **practical skills**. The practical assessment must be issued towards the start of the programme, this is to enable the candidate plan and prepare delivery and be observed throughout the duration of the CTLLS qualification.

The assessments are provided at the end of this unit.

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 unit is **pass** or **refer**.

## Additional information for this unit

It is a requirement for all candidates to deliver a minimum 15 minute micro-teach session as part of the theory assessment. Candidates should complete the self-evaluation (Form 7) and ask their peers to give feedback using Form 8. This session **cannot** form part of the 30 hours teaching practice.

Centres **should** make a visual recording of the micro-teach session for the delivery of the theory assessment. 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. Centres must ensure that these sessions are delivered and evidenced in accordance with the course requirements.

Candidates should be encouraged to observe an experienced practitioner in their subject area, this could be their mentor. However, this does not form part of the assessment criteria, but it is deemed good practice.

## Relationship to the Standards

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

- Values and Commitments: scope
  - AS1, AS3, AS4
  - BS1, BS2, BS3, BS4, BS5
  - CS1, CS2, CS3
  - DS1, DS2
  - ES1
  - FS1, FS4
- Standards: knowledge and practice
  - AK1.1, AP1.1, AK3.1, AP3.1, AK4.2, AP4.2
  - BK1.1, BP1.1, BK1.2, BP1.2, BK2.1, BP2.1, BK2.2, BP2.2, BK2.3, BP2.3, BK2.4, BP2.4, BK2.5, BP2.5, BK2.6, BP2.6, BK3.1, BP3.1, BK3.2, BP3.2, BK3.3, BP3.3, BK3.4, BP3.4, BK3.5, BP3.5, BK4.1, BP4.1, BK5.1, BP5.1, BK5.2, BP5.2

- CK1.1, CP1.1, CK2.1, CP2.1, CK3.1, CP3.1, CP3.2, CK3.3, CP3.3, CK3.4, CP3.4, CK3.5, CP3.5
- DK1.1, DP1.1, DK1.2, DP1.2, DK1.3, DP1.3, DK2.1, DP2.1, DK2.2, DP2.2
- EK1.1, EP1.1
- FK1.1, FP1.1, FK1.2, FP1.2, FK4.2, FP4.2.

## Unit 2 Planning and enabling learning

### Level 3 theory assessment

#### About this assessment

This assessment is to be used to assess candidates undertaking the **theory** section of Unit 2 Planning and enabling learning at **level 3**. Pro formas recommended are for use with this assessment are provided in Appendix 1.

#### Instructions for Candidates

Candidates are required to

- 1 research **all** of the following points:
  - a negotiating with learners, eg initial assessment, agreeing goals and actions
  - b inclusive learning, eg the use of different delivery methods, resources, adapting session plans
  - c integrating functional skills into their subject area (language, literacy, maths, ICT)
  - d communication, eg verbal/non-verbal and possible barriers
- 2 prepare a session plan (using Form 4)
- 3 deliver a session of a minimum of 15 minutes on their findings for at least one of the research points in 1) above to their peer group
- 4 produce **one** written rationale of between 250 and 350 words outlining their reasons for selecting **all** areas of research in 1a) to 1d) above, their approach taken and a précis of their findings
- 5 evidence all of their research undertaken, eg through notes, internet findings etc
- 6 ensure Forms 7 and 8 are included with the assessment.

#### Instructions for Tutors

The Tutor should observe the candidate delivering their session using Form 8 and give feedback. The peer group is to complete Form 8 and give to the candidate (feedback can also be verbal if time permits). The candidate is to complete Form 7 based upon this feedback. Form 7 should clearly show how the candidate has reflected upon their preparation and delivery, to evaluate and improve their own practice. The delivery of one of the candidate's sessions should be recorded to further aid self-evaluation, internal and external verification.

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

**Note: Candidates cannot use delivery of this presentation towards the 150 hours teaching practice requirement.**

## Unit 2 Planning and enabling learning

### Level 3 practical assessment

#### About this assessment

This assessment is to be used to assess candidates undertaking the **practical** section of Unit 2 Planning and enabling learning at **level 3**. Pro formas recommend for use with this assessment are provided in Appendix 1.

#### Instructions for Candidates

Candidates are required to

- 1 prepare a scheme/schemes of work (using Form 3 or equivalent) for a minimum of 30 hours, which meets learners' needs and curriculum requirements
- 2 prepare and use session plans (using Form 4) for the delivery of the 30 hours (this can be for groups and/or individuals)
- 3 prepare/adapt relevant resources for use during the delivery, including the use of ICT
- 4 liaise with others as necessary
- 5 commence delivery of teaching using a range of inclusive learning activities and integrating the Minimum Core. (Minimum 150 hours teaching for DTLLS. This includes hours delivered as part of units 3 to 7 plus relevant optional units, to be logged on Form 9 in Appendix 1)
- 6 evaluate their delivered sessions (using Form 5).

#### Instructions for Tutors/Observers

The tutor/observer should observe at least **three** hours of delivery from the candidate's 150 hours teaching practice for the DTLLS qualification overall, using Form 6, and give feedback. Each delivery must be for a minimum of 30 minutes. The candidate must use Form 7 to evaluate their own practice after each delivered session and log their hours on Form 9.

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

## Unit 2 Planning and enabling learning

### Level 4 theory assessment

#### About this assessment

This assessment is to be used to assess candidates undertaking the **theory** section of Unit 2 Planning and enabling learning at **level 4**. Pro formas recommended for use with this assessment are provided in Appendix 1.

#### Instructions for Candidates

Candidates are required to

- 1 research **all** of the following points:
  - a negotiating with learners, eg initial assessment, agreeing goals and actions
  - b inclusive learning, eg the use of different delivery methods, resources, adapting session plans
  - c integrating functional skills into their subject area (language, literacy, maths, ICT)
  - d communication, eg verbal/non-verbal and possible barriers
- 2 prepare a session plan (using Form 4)
- 3 deliver a session of a minimum of 15 minutes on their findings for at least one of the research points in 1) above to their peer group
- 4 produce **one** written rationale of between 500 and 750 words for **all** areas of research in 1a) to 1d) above, a methodology for their area of research, their approach taken and a précis of their findings
- 5 evidence all their research undertaken, eg through notes, internet findings etc
- 6 ensure Forms 7 and 8 are included with the assessment.

#### Instructions for Tutors

The Tutor should observe the candidate delivering their session using Form 8 and give feedback. The peer group is to complete Form 8 and give to the candidate (feedback can also be verbal if time permits). The candidate is to complete Form 7 based upon this feedback. Form 7 should clearly show how the candidate has reflected upon their preparation and delivery to evaluate and improve their own practice. The delivery of one of the candidate's sessions should be recorded to further aid self-evaluation, internal and external verification.

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.

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 (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 for assessments for this unit is **pass** or **refer**.

**Note: Candidates cannot use delivery of this presentation towards the 150 hours teaching practice requirement.**

## Unit 2 Planning and enabling learning

### Level 4 practical assessment

#### About this assessment

This assessment is to be used to assess candidates undertaking the **practical** section of Unit 2 Planning and enabling learning at **level 4**. Pro formas recommended for use with this assessment are provided in Appendix 1.

#### Instructions for Candidates

Candidates are required to

- 1 prepare a scheme/schemes of work (using Form 3 or equivalent) for a minimum of 30 hours, which meets learners' needs and curriculum requirements
- 2 prepare and use session plans (using Form 4) for the delivery of the 30 hours (this can be for groups and/or individuals)
- 3 prepare/adapt relevant resources for use during the delivery, including the use of ICT
- 4 liaise with others as necessary
- 5 commence delivery of teaching using a range of inclusive learning activities and integrating the Minimum Core. (Minimum 150 hours teaching for DTLLS. This includes hours delivered as part of units 3 to 7 plus relevant optional units, to be logged on Form 9 in Appendix 1)
- 6 evaluate their delivered sessions using Form 5.

#### Instructions for Tutors/Observers

The tutor/observer should observe at least **three** hours of delivery from the candidate's 150 hours teaching practice for the DTLLS qualification overall, using Form 6, and give feedback. Each delivery must be for a minimum of 30 minutes. The candidate must use Form 7 to evaluate their own practice after each delivered session and log their hours on Form 9.

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.

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 (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 for assessments for this unit is **pass** or **refer**.

## Unit 3 Enabling learning and assessment

### Aim

This unit is about the principles and practice of assessment. Candidates will be enabled to assess the outcomes of learning and learners' achievements by using a range of assessment methods. Candidates will also reflect on, justify and evaluate their own assessment practices within their specialist area. In addition, candidates will be enabled to demonstrate knowledge and understanding of the Minimum Core specifications in literacy, numeracy, language and ICT as it relates to their own specialist area.

### Learning outcomes

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

- theories, principles and the applications of formal and informal assessments and their role in learning and evaluation
- the implications of equality and diversity issues in assessment for teachers and learners and demonstrate:
  - how to plan/design and conduct formal and informal assessment to enable learning and progression
  - how to give effective feedback to promote learner progress and achievement
  - how to evaluate and improve own assessment practice
- how to apply Minimum Core specifications in literacy, numeracy, language and ICT to own specialist area.

### Unit content

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

- key concepts, theories and principles of assessment – validity, authenticity, reliability, sufficiency, fairness, currency
- types of assessment; initial, formative, summative
- role of assessment in evaluation and quality processes
- assessment for learning, assessment of learning
- assessment schemes, methods and instruments
- peer assessment, self assessment and reflection
- effective feedback- verbal and written
- target setting, SMART targets
- reviewing, monitoring and evaluating learners' progress
- reporting and recording progress, record keeping
- competence and non-competence based models of assessment
- AP(E)L systems and procedures
- equality and diversity in assessment of learning
- using feedback on implementation of theories and principles of assessment to improve own practice and inform professional development
- Minimum Core specification in literacy, language, numeracy and ICT.

## Assessment outcomes

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
<ul style="list-style-type: none"> <li>analyse the application of theories and principles of assessment in relation to practice in your own specialist area.</li> </ul>	1.1	1 / 2
<ul style="list-style-type: none"> <li>analyse the role of assessment in evaluation and quality processes.</li> </ul>	1.2	1 / 2
<ul style="list-style-type: none"> <li>critically discuss the implications of equality and diversity issues in assessment for teachers and learners</li> </ul>	2.1	1 / 2
<ul style="list-style-type: none"> <li>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.</li> </ul>	3.1	1
<ul style="list-style-type: none"> <li>justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area.</li> </ul>	3.2	1
<ul style="list-style-type: none"> <li>establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success.</li> </ul>	3.3	1
<ul style="list-style-type: none"> <li>record, and report on learner progress and achievement, using organisational and/or awarding institution protocols and procedures as required.</li> </ul>	3.4	1
<ul style="list-style-type: none"> <li>justify and use appropriate skills and approaches in giving verbal and written feedback to learners.</li> </ul>	4.1	1
<ul style="list-style-type: none"> <li>justify and use appropriate skills and approaches to negotiate targets and strategies for improvement and success for learners.</li> </ul>	4.2	1
<ul style="list-style-type: none"> <li>apply Minimum Core specifications in literacy, language, mathematics and ICT user skills to improve own practice.</li> </ul>	5.1, 5.2, 5.3, 5.4	1
<ul style="list-style-type: none"> <li>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.</li> </ul>	6.1	1 / 3
<ul style="list-style-type: none"> <li>evaluate own approaches, strengths and development needs in relation to assessment.</li> </ul>	6.2	3
<ul style="list-style-type: none"> <li>plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment.</li> </ul>	6.3	3

## Examples of teaching and learning strategies

Teaching and learning strategies could include:

- lectures
- small and large group activities
- pair work
- presentations
- workshop activities
- observation/practice of a range of assessment instruments
- case studies
- self-directed study
- on-line journals/forums
- research activities

## Assessment

This unit will be assessed by **one** assessment at level 4 provided at the end of this unit.

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

## Grading

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

## Relationship to the Standards

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

- **values and commitments: scope**
  - AS3, AS4, AS5, AS6, AS7
  - BS1, BS2, BS3, BS4, BS5
  - CS1, CS3
  - DS2
  - ES1, ES2, ES3, ES4, ES5
  - FS1, FS2, FS3
- **values and commitments: knowledge and practice**
  - AK 3.1; AP 3.1; AK 4.1; AP 4.1; AK 4.2; AP 4.2; AK 4.3; AP 4.3; AK 5.1; AP 5.1; AK 5.2; AP 5.2; AK 6.1; AP 6.1; AK 6.2; AP 6.2; AK 7.1; AP 7.1; AK 7.1; AK 7.2; AP 7.2; AK 7.3; AP 7.3;
  - BK1.1; BP1.1; BK1.2; BP1.2; BK1.3; BP1.3; BK 2.2; BP 2.2; BK 2.3; BP 2.3; BK3.1; BP3.1; BK3.2; BP3.2; BK3.3; BP3.3; BK3.4; BP3.4; BK 3.5; BP 3.5; BK 4.1; BP 4.1;
  - BK5.1; BP5.1;
  - CK 1.1; CP 1.1; CK 3.1; CP3.1; CK 3.2; CP 3.2; CK 3.3; CP 3.3; CK 3.4; CP 3.4; CK 3.5; CP 3.5;
  - DK 2.1; DP 2.1; DK2.2; DP2.2;

- EK1.1; EP1.1; EK 1.2; EP 1.2; EK1.3; EP1.3;
- EK2.1; EP2.1; EK2.2; EP2.2; EK2.3; EP2.3; EK 2.4;
- EK3.1; EP3.1; EK3.2; EP3.2;
- EK4.1; EP4.1; EK4.2; EP4.2;
- EK5.1; EP 5.1; EK5.2; EP5.2; EK5.3; EP5.3;
- FK 1.1; FK 1.2; FK 2.1; FP 2.1; FK 4.1; FP 4.1; FK 4.2; FP 4.2.

## Connection to the Minimum Core

When delivering this unit, 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)). This unit offers opportunities to demonstrate the knowledge and understanding elements of the Minimum Core for:

- **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)**
  - explicit knowledge about ICT
    - 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.

## Unit 3 Enabling learning and assessment

### Assessment

#### About this assessment

This assessment is to be used to assess candidates undertaking:

Unit 3 Enabling learning and assessment

#### Instructions for Candidates

Candidates are required to

- 1 describe, use and evaluate two different assessment activities used to check the learning of either individuals or a group of learners.
- 2 analyse the purpose of assessment and produce a written justification of your chosen assessment methods (800 words).
- 3 using an extract from your Teaching Practice Portfolio, write and reflect on
  - a how your feedback has informed your learners' progress and achievement; and
  - b how feedback from others has informed your own professional practice.

#### Instructions for Tutors

This assessment **must** be used in conjunction with the assessment outcomes for this unit. A clear audit trail must be provided, showing that each assessment outcome has been met, and where it can be found.

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. (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 for assessments for this unit is **pass** or **refer**.

## Unit 4

# Theories and principles for planning and enabling learning

### Aim

This unit aims to enable candidates to reflect on theories and principles of learning and communication. Candidates will be expected to select and relate appropriate theories and principles of learning and communication to their own teaching with a view to fostering inclusive practice. Candidates will also be enabled to reflect upon the implications of principles and theories of learning and communication for curriculum design and implementation in their specialist area. In addition, candidates will need to demonstrate knowledge and understanding of the Minimum Core specifications in literacy, language, numeracy and ICT.

### Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to understand:

- the factors affecting learning and potential impact on learner achievement
- theories and principles of learning and communication in planning and enabling inclusive practice
- how to evaluate and improve own application of theories and principles of learning and communication
- how to apply Minimum Core specifications in literacy, numeracy, language and ICT to own specialist area.

### Unit content

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

- factors affecting learners in candidate's own context
- theories and principles of learning
- behaviourism, cognitivism – their approaches and the differences in their theories. How to use these models to inform the learning process and teaching style.
- learning preferences, learning styles, eg Honey & Mumford
- multiple Intelligences (Gardner). Sensory theory (Laird). Humanist (Rogers)
- Kolb's learning cycle, Behaviourist (Skinner) Domains (Bloom)
- motivation: Maslow, intrinsic/extrinsic motivation, using learners' motivation to enhance learning and improve confidence.
- pedagogical and andragogical models of learning (Knowles) their appropriateness and application to the learning context and with different learners.
- experiential learning, reflective practice and the adult learner.
- principles of effective communication, non-verbal aspects of communication, models of effective interaction e.g. transaction analysis
- creating an effective, inclusive learning environment
- organisational, statutory and other regulatory requirements
- principles of personalised learning
- principles around use of new and emerging technologies
- professional value base in relation to student-teacher interaction
- equality and inclusiveness in the learning context
- use of resources

- using reflection to evaluate and inform practice, including personal and professional development
- Minimum Core specifications in literacy, numeracy, language and ICT.

## Assessment outcomes

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
<ul style="list-style-type: none"> <li>• identify factors affecting learning and explain the potential impact of these on learner achievement.</li> </ul>	1.1	1
<ul style="list-style-type: none"> <li>• explain ways in which theories and principles of learning and communication can be applied to promote inclusive practice.</li> </ul>	1.2	1
<ul style="list-style-type: none"> <li>• justify the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning.</li> </ul>	2.1	2
<ul style="list-style-type: none"> <li>• apply up to date knowledge of own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements.</li> </ul>	2.2	2
<ul style="list-style-type: none"> <li>• use and justify a range of inclusive activities and resources, including new and emerging technologies, to promote and maintain an inclusive learning environment.</li> </ul>	2.3	2
<ul style="list-style-type: none"> <li>• use and justify a range of skills and methods to communicate effectively with learners and relevant others in the organisation</li> </ul>	2.4	2
<ul style="list-style-type: none"> <li>• apply Minimum Core specifications in literacy, language, numeracy and ICT user skills to improve own practice.</li> </ul>	3.1, 3.2, 3.3, 3.4	2
<ul style="list-style-type: none"> <li>• evaluate own strengths and development needs in relation to the application of theories and principles of learning and communication.</li> </ul>	4.1	3
<ul style="list-style-type: none"> <li>• identify ways to adapt and improve own practice with reference to theories and principles of learning and communication drawing on feedback from learners.</li> </ul>	4.2	3
<ul style="list-style-type: none"> <li>• plan and take up opportunities to develop and improve own performance in integrating theory into practice.</li> </ul>	4.3	3

## Examples of teaching and learning strategies

Teaching and learning strategies could include:

- good practice
- lectures
- small and large group activities
- collaborative learning
- question and answer
- presentations
- workshop activities
- differentiated teaching

- self-directed study
- research activities.

## Assessment

This unit will be assessed by **one** assessment at level 4 provided at the end of this unit.

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

## Grading

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

## Relationship to the Standards

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

- **values and commitments: scope**
  - AS1, AS2, AS3, AS4, AS5, AS6, AS7
  - BS1, BS2, BS3, BS4, BS5
  - CS1, CS2, CS3, CS4
  - DS2
  - ES1, ES2, ES3, ES4,
  - FS1, FS2, FS3, FS4, FS5
- **Standards: knowledge and practice**
  - AK1.1; AP1.1; AK2.1; AP2.1; AK2.2; AP2.2; AK3.1; AP3.1; AK 4.1; AP 4.1; AK4.2;
  - AP4.2; AK4.3; AP4.3; AK5.1; AP5.1; AK5.2, AP5.2; AK6.1; AP6.1; AK6.2; AP6.2; AK7.1;
  - AP7.1; AK7.3; AP7.3;
  - BK1.1; BP1.1; BK1.2; BP1.2; BK1.3; BP1.3; BK2.1; BP2.1; BK2.2; BP2.2; BK2.3; BP2.3;
  - BK2.4; BP2.4; BK2.5; BP2.5; BK2.6; BP2.6; BK2.7; BP2.7; BK3.1; BP3.1; BK3.2; BP3.2;
  - BK3.3; BP3.3; BK3.4; BP3.4; BK3.5; BP3.5; BK4.1; BP4.1; BK5.1; BP5.1; BK5.2; BP5.2;
  - CK1.1; CP1.1; CK1.2; CP1.2; CK2.1; CP2.1; CK3.1; CP3.1; CK3.2; CP3.2; CK3.3;
  - CP3.3; CK3.4; CP3.4; CK4.2; CP4.2;
  - DK2.1; DP2.1; DK2.2; DP2.2; DK3.1; DP3.1;
  - EK1.3; EP1.3; EK2.1; EP2.1; EK4.1; EP4.1;
  - FK1.1; FP1.1; FK1.2; FP1.2; FK2.1; FP2.1; FK3.1; FP3.1; FK4.1; FP4.1; FK4.2; FP4.2.

## Connection to the Minimum Core

When delivering this unit, 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)). This unit offers opportunities to demonstrate the knowledge and understanding elements of the Minimum Core for:

- **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.

# Unit 4 Theories and principles for planning and enabling learning

## Assessment

### About this assessment

This assessment is to be used to assess candidates undertaking:  
Unit 4 Theories and principles for planning and enabling learning :

### Instructions for Candidates

Candidates are required to

- 1 identify and discuss the significance of relevant theories and principles of learning and communication.
- 2 select and critically analyse the impact of two principles or theories of learning on the planning and delivery of teaching own setting.
- 3 reflect on the impact of these insights on own practice and professional development (2000 words).

### Instructions for Tutors

This assessment **must** be used in conjunction with the assessment outcomes for this unit. A clear audit trail must be provided, showing that each assessment outcome has been met, and where it can be found.

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. (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 for assessments for this unit is **pass** or **refer**.

## 8 Part two units

<b>Unit No</b>	<b>Title</b>	<b>Optional / Mandatory</b>	<b>Credit value</b>
Unit 5	Continuing personal and professional development	Mandatory	15 credits
Unit 6	Curriculum development for inclusive practice	Mandatory	15 credits
Unit 7	Wider professional practice	Mandatory	15 credits
Optional unit	Optional unit from selection provided in <i>DTLLS Qualification handbook – Level 5 optional units handbook</i> .	Optional	15 credits (minimum)

## Unit 5

# Continuing personal and professional development

### Aim

The aim of this unit is to enable candidates to develop critically reflective approaches to their own professional and personal development within the full teaching role in the Lifelong Learning Sector. It explores and consolidates the theories and principles of reflective practice covered in earlier level 4 units, and will help to support candidates' planning according to their own development needs in both their subject specialism, and within wider knowledge and personal skills in literacy, language, numeracy and ICT.

### Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to understand:

- the role and responsibilities of the teacher in the Lifelong Learning Sector
- theories and principles of reflective practice, and models of continuing personal and professional development
- own need for continuing personal and professional self development
- ways in which engagement in continuing personal and professional development activities has improved own practice.

### Unit content

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

- the role of the teacher in the Lifelong Learning Sector
- the different teaching roles, ie Teacher / Trainer / Tutor in the Lifelong Learning context, eg: work based learning; Further Education; adult and community learning; Public Services; offender education; 14-16; Skills for Life, as appropriate
- an examination of own job description to determine nature of own roles and responsibilities
- impact of own beliefs, assumptions and behaviours on learners and others
- strategies for working effectively, and within boundaries of own role, with learners, all Learner Support staff and other team members
- mapping professional, personal, interpersonal skills and knowledge, including literacy, language, numeracy and ICT, against curriculum offer of subject specialism
- theories and principles of reflective practice and models of continuing personal and professional development
- theories and principles of reflective practice and how these can be applied to own development as an autonomous learner
- models of continuing personal and professional development
- application of theories and principles to own personal and professional development needs
- the need for and impact of continuing personal and professional self-development
- self evaluation techniques and strategies applied to continuing personal and professional development
- personal goal and target setting
- sources of continuing personal and professional development, including formal and informal opportunities
- continuing personal and professional development with regard to personal skills of literacy, language, numeracy and ICT

- impact of continuing personal and professional development activities on own subject teaching
- demonstrating and evaluating ways in which engagement in CPPD activities have improved own practice
- identify and engage in appropriate continuing personal and professional development (CPPD) opportunities to keep up-to-date and develop in teach in own specialist area
- evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs.

### Assessment outcomes

<b>On successful completion of this unit, candidates will be able to:</b>	<b>Mapped to assessment criteria in Standards</b>	<b>Covered in task(s)</b>
<ul style="list-style-type: none"> <li>• analyse and compare different teaching roles and contexts in the Lifelong Learning Sector.</li> </ul>	1.1	3
<ul style="list-style-type: none"> <li>• evaluate own role and responsibilities with reference to area of specialism and as part of a team.</li> </ul>	1.2	3
<ul style="list-style-type: none"> <li>• analyse the impact of own beliefs, assumptions and behaviours on learners and others.</li> </ul>	1.3	3
<ul style="list-style-type: none"> <li>• analyse the impact of own professional, personal, interpersonal skills, including literacy, numeracy and ICT skills, on learners and others.</li> </ul>	1.4	3
<ul style="list-style-type: none"> <li>• analyse and compare relevant theories, principles and models of reflective practice.</li> </ul>	2.1	2
<ul style="list-style-type: none"> <li>• explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner.</li> </ul>	2.2	2
<ul style="list-style-type: none"> <li>• evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs.</li> </ul>	3.1	1
<ul style="list-style-type: none"> <li>• use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills.</li> </ul>	3.2	1
<ul style="list-style-type: none"> <li>• plan appropriate opportunities to address own identified learning needs.</li> </ul>	3.3	1
<ul style="list-style-type: none"> <li>• identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area.</li> </ul>	4.1	2
<ul style="list-style-type: none"> <li>• evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs.</li> </ul>	4.2	2

## Examples of teaching and learning strategies

Teaching and learning strategies could include:

- Lectures, small and large group activities
- pair work
- presentations
- formative feedback and reflection
- case studies
- self-directed study
- external training
- on-line journals/forums/training
- research activities.

## Assessment

This unit will be assessed by **one** assessment at level 5 provided at the end of this unit.

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

## Grading

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

## Relationship to the Standards

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

- **Values and Commitments: scope**
  - AS1, AS2, AS3, AS4, AS5, AS6, AS7
  - BS1, BS2, BS3, BS4, BS5
  - CS1, CS2, CS3, CS4
  - DS1, DS2, DS3
  - ES1, ES2, ES3, ES4, ES5
  - FS1, FS2, FS3, FS4
- **Standards: knowledge and practice**
  - AK 1.1, AP 1.1, AK 2.1, AK2.2, AP2.2 AK 3.1, AP 3.1, AK4.1, AP4.1, AK4.2, AP4.2, AK4.3, AP4.3, AK5.1, AP5.1, AK5.2, AP5.2, AK6.1, AP6.1, AK6.2, AP6.2, AK7.1, AP7.1, AK7.2, AP7.2, AK7.3, AP7.3,
  - BK1.1, BP1.1, BK1.2, BP1.2, BK1.3, BP1.3, BK2.1, BP2.1, BK2.2, BP2.2, BK2.3, BP2.3, BK2.4, BP2.4, BK2.5, BP2.5, BK2.6, BP2.6, BK2.7, BP2.7, BK3.1, BP3.1, BK3.2, BP3.2, BK3.3, BP3.3, BK3.4, BP3.4, BK3.5, BP3.5, BK4.1, BP4.1, BK5.1, BP5.1, BK5.2, BP5.2
  - CK1.1, CP1.1, CK1.2, CP1.2, CK2.1, CP2.1, CP2.1, CK3.1, CP3.1, CK3.2, CP3.2, CK3.3, CP3.3, CK3.4, CP3.4, CK4.1, CP4.1, CK4.2, CP4.2
  - DK1.1, DP1.1, DK1.2, DP1.2, DK1.3, DP1.3, DK2.1, DP2.1, DK2.2, DP2.2, DK3.1, DP3.1, DK3.2, DP3.2
  - EK1.1, EP1.1, EK1.2, EP1.2, EK1.3, EP1.3, EK2.1, EP2.1, EK2.2, EP2.2, EP2.2, EK2.3, EP2.3, EK2.4, EP2.4, EK3.1, EP3.1, EK4.1, EP4.1, EK4.2, EP4.2, EK5.1, EP5.1, EK5.2, EP5.2, EK5.3, EP5.3,

- FK1.1, FP1.1, FK1.2, FP1.2, FK2.1, FP2.1, FK3.1, FP3.1, FK4.1, FP4.1, FK4.2, FP4.2

## Unit 5

# Continuing personal and professional development

## Assessment

### About this assessment

This assessment is to be used to assess candidates undertaking:  
Unit 5 Continuing personal and professional development.

### Instructions for Candidates

Candidates are required to:

- 1 complete their own Individual Learning Plan (ILP), to include:
  - a CV
  - b job description
  - c skills and knowledge audits
  - d analysis of, for example: peer review, observation reports, self assessment, course tutorials and learners; ongoing action plans for CPPD; records of CPPD; growth and development of skills, knowledge and experience whilst on the programme by using their reflective learning journal (RLJ)
- 2 provide a critical analysis of own approach to reflective practice and exploration of potential continuing personal and professional development (CPPD).
- 3 Using your reflective learning journal, provide a critical analysis of 2, 500 words, which summarises the following aspects of your ongoing personal and professional development:
  - a teaching roles and contexts within the Lifelong Learning Sector
  - b own teaching role and context within Lifelong Learning Sector
  - c impact of own beliefs, assumptions and behaviours on learners and others
  - d impact of own professional, personal and interpersonal skills, including literacy, numeracy and ICT skills on learners and others.

### Instructions for Tutors

This assessment **must** be used in conjunction with the assessment outcomes for this unit. A clear audit trail must be provided, showing that each assessment outcome has been met, and where it can be found.

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 publication
- 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 of referencing 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 for assessments for this unit is **pass** or **refer**.

### Aim

The aim of this unit is to enable candidates to adopt a critical approach to theories, principles and models of curriculum design and implementation within the Lifelong Learning Sector. The impact of these theories, models and principles on teaching and learning will also be examined. In addition, approaches to ensure inclusion, equality of opportunity, access and diversity in curriculum design and implementation will be covered. Candidates will be able to reflect on how these principles inform improvements in their professional practice in the area of inclusive curriculum design and implementation.

### Learning outcomes

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

- the range of contexts in which education and training can be provided in the Lifelong Learning Sector
- significant theories, models and principles that underpin effective curriculum design and implementation and the impact on teaching and learning
- the significance of equality and diversity for curriculum design, and promotion of equality within own practice
- application of these theories, models and principles to promote inclusion in own specialist area
- how insights gained have contributed to improved practice in inclusive curriculum design and development

### Unit content

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

- range of contexts in the Lifelong Learning Sector, eg offender education, 14-19, FE, adult and community learning etc
- key models, differences, challenges and purposes
- theories, principles and models of curriculum design; appropriacy; impact on teaching, learning and outcomes, eg spiral (Bruner), linear, process, product, praxis
- types of programmes: competence, non-competence
- syllabus and quality assurance requirements
- diversity, equality and curriculum design (social, economic and cultural considerations); strategies; implementation; evaluation; achievement
- challenging discriminatory behaviour; developing group cohesion
- curriculum evaluation; effectiveness and improvement
- impact and requirements of external bodies, awarding institutions, internal and external stakeholders on curriculum design and implementation
- critical self-reflection and evaluation of own practice in curriculum design, development and delivery.

## Assessment outcomes

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards
<ul style="list-style-type: none"> <li>analyse ways in which the curriculum offer might differ according to the educational/ training context.</li> </ul>	1.1
<ul style="list-style-type: none"> <li>analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice.</li> </ul>	1.2
<ul style="list-style-type: none"> <li>analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups.</li> </ul>	2.1
<ul style="list-style-type: none"> <li>analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners.</li> </ul>	2.2
<ul style="list-style-type: none"> <li>analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design.</li> </ul>	3.1
<ul style="list-style-type: none"> <li>analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area.</li> </ul>	3.2
<ul style="list-style-type: none"> <li>explain ways to challenge discriminatory behaviours where they occur in the learning environment.</li> </ul>	3.3
<ul style="list-style-type: none"> <li>apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study.</li> </ul>	4.1
<ul style="list-style-type: none"> <li>justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented.</li> </ul>	4.2
<ul style="list-style-type: none"> <li>analyse how theories, principles and models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist area.</li> </ul>	5.1
<ul style="list-style-type: none"> <li>evaluate own approaches, strengths and development needs, in relation to inclusive curriculum design and development.</li> </ul>	5.2
<ul style="list-style-type: none"> <li>plan and take up opportunities to develop and improve own learning and practice in curriculum design and development.</li> </ul>	5.3

## Examples of teaching and learning strategies

Teaching and learning strategies could include:

- lectures
- exposition
- small and large group activities
- presentations
- role play
- workshop activities
- case studies, discussion
- reading
- research activities.

## Assessment

This unit will be assessed by **one** assessment at level 5 provided at the end of this unit.

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

## Grading

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

## Relationship to the Standards

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

- **Values and Commitments: scope**
  - AS1, AS2, AS3, AS4, AS5, AS6, AS7
  - BS1, BS2, BS3, BS4
  - CS1, CS3, CS4
  - DS1
  - FS1, FS3, FS4
- **Standards: knowledge and practice**
  - AK1.1; AP1.1; AK2.1; AP2.1; AK2.2; AP2.2; AK3.1; AP3.1; AK4.1; AP4.1; AK4.2; AP4.2;
  - AK4.3; AP4.3; AK5.1; AP5.1; AK7.3; AP7.3;
  - BK1.1; BP1.1; BK1.3; BP1.3; BK2.1; BP2.1; BK2.4; BP2.4; BK3.1; BK 3.5; BP3.5
  - CK1.1; CP1.1; CK1.2; CP1.2; CK4.2; CP4.2;
  - DK1.1; DP1.1; DK1.3; DP1.3;
  - FK1.1; FP1.1; FK1.2; FP1.2; FK3.1;
  - FP3.1; FK4.1; FP4.1, FK4.2; FP4.2.

# Unit 6 Curriculum development for inclusive practice

## Assessment

### About this assessment

This assessment is to be used to assess candidates undertaking Unit 6 Curriculum development for inclusive practice.

### Instructions for Candidates

Candidates are required to

- 1 critically analyse the significance of theories, principles and models of inclusive curriculum to the design and implementation of programmes of study, within two different contexts.
- 2 produce a critical reflection on the significance of these principles, models and theories of inclusive curriculum to the planning and delivery of teaching in own specialist area
- 3 produce a written reflection on the impact of these insights on own practice and professional development (2000 – 2,500 words)

### Instructions for Tutors

This assessment **must** be used in conjunction with the assessment outcomes for this unit. A clear audit trail must be provided, showing that each assessment outcome has been met, and where it can be found.

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 publication
- 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 of referencing 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**.

### Aim

The aim of this unit is to enable candidates to know, understand, apply and reflect on the concept of professionalism; core professional values and accountability within the Lifelong Learning Sector. It explores principles of evaluation and how the practitioner applies these principles to quality assurance and quality improvement systems and procedures, and the improvement of their own professional practice.

### Learning outcomes

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

- the concept of professionalism and core professional values for teachers in the Lifelong Learning Sector
- key issues in relation to professional conduct and accountability in the Lifelong Learning Sector
- and apply principles of evaluation, quality assurance and quality improvement
- and demonstrate how to contribute to quality assurance and quality improvement systems and procedures
- how to evaluate and improve own wider professional practice.

### Unit content

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

- the concept of and issues related to professionalism in the Lifelong Learning Sector
- professional value base when working with learners
- professional value base when working with colleagues
- issues of and methods of ensuring equality of educational opportunity, diversity and inclusiveness
- issues of and methods of promoting independent learning and learner autonomy
- implications and impact of current debates, strategies and emerging policy on teaching and learning in the Lifelong Learning Sector
- relevant statutory requirements and underpinning principles and how to apply these in relation to teaching own area of specialism.
- the principles of evaluation, quality assurance and quality improvement
- evaluation – levels, and methods; validity and reliability of data and how to interpret and use data gathered, qualitative and quantitative data analysis
- concepts of evaluation and assessment; differences; relationship
- methods for contributing to external and internal quality assurance systems including quality circles; benchmarking; self assessment and assessment, moderation, verification and evaluation
- how to use information and evaluation to develop and improve own wider professional practice; working with others; contribution to quality improvement.

## Assessment outcomes

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
<ul style="list-style-type: none"> <li>discuss key aspects of professionalism in the context of the Lifelong Learning Sector.</li> </ul>	1.1	5
<ul style="list-style-type: none"> <li>explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice.</li> </ul>	1.2	4
<ul style="list-style-type: none"> <li>discuss the contribution of learning to personal development, economic growth and community regeneration</li> </ul>	1.3	1
<ul style="list-style-type: none"> <li>analyse the impact of own professional values and judgements on teaching and learning.</li> </ul>	1.4	5
<ul style="list-style-type: none"> <li>discuss the implications and impact of government policies on teaching and learning in the Lifelong Learning Sector.</li> </ul>	2.1	2
<ul style="list-style-type: none"> <li>discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the Lifelong Learning Sector.</li> </ul>	2.2	2
<ul style="list-style-type: none"> <li>interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism</li> </ul>	2.3	2
<ul style="list-style-type: none"> <li>analyse own responsibilities in relation to the above</li> </ul>	2.4	2
<ul style="list-style-type: none"> <li>review and compare a range of principles and approaches to evaluation</li> </ul>	3.1	3
<ul style="list-style-type: none"> <li>explain differences and the relationship between evaluation and assessment.</li> </ul>	3.2	3
<ul style="list-style-type: none"> <li>analyse the role of evaluation within quality assurance to inform and promote quality improvement.</li> </ul>	3.3	3
<ul style="list-style-type: none"> <li>work with others to develop and improve the effectiveness of evaluation processes.</li> </ul>	4.1	3
<ul style="list-style-type: none"> <li>evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s).</li> </ul>	4.2	3
<ul style="list-style-type: none"> <li>evaluate own approaches, strengths and development needs, in relation to professional practice.</li> </ul>	5.1	5
<ul style="list-style-type: none"> <li>plan and take up opportunities to develop and improve own wider professional practice.</li> </ul>	5.2	5

## Examples of teaching and learning strategies

Teaching and learning strategies could include:

- lectures
- small and large group activities
- pair work
- presentations
- discussion
- workshop activities
- case studies
- self-directed study
- visiting speakers
- reading
- research activities.

## Assessment

This unit will be assessed by **one** assessment at level 5 provided at the end of this unit.

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

## Grading

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

## Relationship to the Standards

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

- Values and Commitments: scope
  - AS1, AS2, AS3, AS4, AS5, AS6, AS7
  - BS4
  - DS3
  - ES4, ES5
- Standards: knowledge and practice
  - AK1.1, AP1.1., AK2.1, AP2.1, AK2.2, AP2.2, AK3.1, AP3.1, AK4.1, AP4.1, AK4.2, AP4.2, AK4.3, AP4.3, AK5.1, AP5.1, AK5.2, AP5.2, AK6.1, AP6.1, AK6.2, AP6.2, AK7.1, AP7.1, AK7.2, AP7.2, AK7.3, AP7.3
  - BK4.1, KP4.1, BK5.2, BP5.2
  - DK3.1, DP3.1, DK3.2, DP3.2
  - ED1.1, EP1.1, EK4.2, EP4.2, EK5.1, EP5.1, EK5.2, EK5.3
  - FK2.1

# Unit 7 Wider professional practice

## Assessment

### About this assessment

This assessment is to be used to assess candidates undertaking:  
Unit 7 Wider professional practice.

### Instructions for Candidates

Candidates are required to

- 1 write a critical reflection on the extent to which learning can contribute to the personal development, economic growth and community regeneration of your learners
- 2 write an analysis of how relevant government policies and initiatives impact on own role and teaching and learning within the Lifelong Learning Sector
- 3 provide extracts from their ongoing reflective learning journal which will analyse and evaluate:
  - a their understanding of the principles and processes of evaluation including its role in quality assurance
  - b their own application of evaluation processes, working with others and their use of data and other feedback for evaluation.
- 4 have embedded equality of opportunity and respect for diversity within your teaching and learning practice
- 5 examine the impact of own professional values and judgments on teaching and learning (2,500 words).

### Instructions for Tutors

This assessment **must** be used in conjunction with the assessment outcomes for this unit. A clear audit trail must be provided, showing that each assessment outcome has been met, and where it can be found.

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 publication
- 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 of referencing 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**.

## 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 lessons, 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	Tutor centred learning
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 <b>one</b> journal need be completed, but it should cover all of the units for course learning and teaching practice (where relevant).</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 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 eight observations 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: assessments

Candidate Name	Enrolment number				
Centre Name	Centre number				
<b>Part one</b>					
Assessments	Credit Value	Pass/Refer	Marker signature and date	IV signature and date (if sampled)	EV signature and date (if sampled)
<b>Mandatory unit 1:</b> <b>Preparing to Teach in the Lifelong Learning Sector</b> <small>(This must be achieved prior to or during the 7305 DTLLS)</small> <b>Theory</b>	6				
<b>Practical</b>					
<b>Mandatory unit 2:</b> <b>Planning and enabling learning</b> <b>Theory</b>	9				
<b>Practical</b>					
<b>Mandatory unit 3:</b> <b>Enabling learning and assessment</b>	15				
<b>Mandatory unit 4:</b> <b>Theories and principles for planning and enabling learning</b>	15				
<b>Optional unit(s) Level 4:</b>	15				
<b>Total credit value for end of Part one units</b>	<b>60</b>				

## Part two

Assessments	Credit Value	Pass/Refer	Marker signature and date	IV signature and date (if sampled)	EV signature and date (if sampled)
Mandatory unit 5: Continuing personal and professional development	15				
Mandatory unit 6: Curriculum development for inclusive practice	15				
Mandatory unit 7: Wider professional practice	15				
Optional unit(s) Level 5:	15				
<b>Total credit value for end of <i>Part two</i> units</b>	<b>60</b>				
<b>Total credit value for the achievement of the 7305 Diploma in Teaching in the Lifelong Learning Sector (combining <i>Part one</i> and <i>Part two</i>)</b>	<b>120</b>				

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 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

---

Aim of course	
---------------	--

<b>Session no:</b>	<b>Objectives/learning outcomes</b> The learner will be able to:	<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 plan number:

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

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 of 8 hours must be observed over a minimum of 8 occasions</b>	Minimum length of delivery/observation is <b>30 minutes.</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 appropriate sequencing and aim/objectives/learning outcomes?		

**Delivery**

<b>Did the candidate</b>	<b>Y/N</b>	<b>Comments</b>
deliver content appropriate to the session being observed – eg an introduction, main content and conclusion		
establish and maintain a rapport with the individual/group?		
demonstrate knowledge of their subject?		
take into account different learning styles, eg VARK?		

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

**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 assessments



**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. Minimum delivery/observation time is 30 minutes. Delivery of the *PTLLS* and *Planning and enabling learning* theory assessments and micro-teaching **cannot** be counted towards the 150 teaching practice hours.

**Candidate's name**

**Enrolment number**

Date	Length of session	Aim (as in session title)	Location	Observed by	Supporting evidence reference number (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 throughout Part one and Part two of this qualification.

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

<b>Name of candidate</b>	<b>Date</b>
<b>Name of learner</b>	<b>Qualification being assessed</b>
<b>Assessment can be in addition to/or part of the 150 hours teaching practice</b> (minimum length 30 minutes)	<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 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**

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

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

This form is to be completed at the end of the programme for Unit 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: .....

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

This is a three page pro forma.

**Name of candidate** **Date**

**Aim of session** **Length of session**  
 (as on session plan)

**A total minimum of 30 minutes of micro-teaching/teaching practice must be observed** **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: aim/objectives/learning outcomes?

**Delivery**

**Did the candidate**                      **Y/N**      **Comments**

deliver an introduction, main content and conclusion?

establish and maintain a rapport with the individual/group?

demonstrate knowledge of their subject?

take into account different learning styles, eg VARK?

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

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

<b>Outline record of professional discussion content</b> (use additional sheets as required)	<b>Tape counter number</b>



Candidate name

Tutor name

General comments/update from last tutorial:

Issues discussed today:

Action required:

By when:

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

Candidate signature: .....

Date: .....

Tutor signature: .....

Date: .....

.

# Appendix 4 Tutor tracking sheet



Enter dates of successful completion of each assessment.

Candidate name	Part one					Part two				
	PTLLS	Planning and enabling learning	Enabling learning and assessment	Theories and Principles for planning and enabling learning	L4 Option	Continuing personal and professional development	Curriculum development for inclusive practice	Wider professional practice	L5 Option	



# Appendix 5 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.

For the PTLLS unit, 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 unit 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: .....

## Appendix 6 Unit declaration

Unit no:

Unit title:

### Candidate declaration:

**I confirm that the evidence listed for this unit 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 unit with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the unit 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:.....

### Internal verifier declaration:

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

I have internally verified the assessment work on this unit 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 unit 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>
<b>England</b>	The Qualifications and Curriculum Authority	<a href="http://www.qca.org.uk">www.qca.org.uk</a>
<b>Scotland</b>	The Scottish Qualifications Authority	<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>
<b>Wales</b>	The Department for Education, Lifelong Learning and Skills Wales	<a href="http://www.new.wales.gov.uk">www.new.wales.gov.uk</a>
<b>Northern Ireland</b>	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>www.lsc.gov.uk</b> and, for funding for a specific qualification, on the Learning Aims Database <b>http://providers.lsc.gov.uk/lad</b>.</p>	<p>Contact the Higher Education Funding Council for England at <b>www.hefce.ac.uk</b>.</p>
<b>Scotland</b>	<p>Colleges should contact the Scottish Further Education Funding Council, at <b>www.sfc.co.uk</b>. Training providers should contact Scottish Enterprise at <b>www.scottish-enterprise.com</b> or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at <b>www.shefc.ac.uk</b>.</p>
<b>Wales</b>	<p>Centres should contact the department for education, lifelong learning and skills: <b>www.new.wales.gov.uk</b></p>	<p>Centres should contact the department for education, lifelong learning and skills: <b>www.new.wales.gov.uk</b></p>
<b>Northern Ireland</b>	<p>Please contact the Department for Employment and Learning at <b>www.delni.gov.uk</b>.</p>	<p>Please contact the Department for Employment and Learning at <b>www.delni.gov.uk</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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