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

Level 5 Optional units
Qualified Teacher Learning and Skills (QTLS) framework

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Level 5 Optional units

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Contents

1 About this document

This document contains the information that centres need to offer the **optional unit(s)** required at level 5 under the new arrangements for candidates working towards Qualified Teacher, Learning and Skills status (QTLS) in the QTLS framework. It applies to the following qualification:

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

This document includes details and guidance on:
- optional unit requirements
- assessments for the named units.

This *Level 5 optional units* handbook **must** be read in conjunction with the *Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)* qualification handbook. The qualification handbook is contained in the *Qualifications for the Qualified Teacher Learning and Skills framework (7303/7304/7305)* CD ROM, issued to centres on qualification approval by their local regional office. Additional copies of the CD may be purchased from the City & Guilds Publication Sales department on 0207 294 2850, quoting reference number CD-00-7305. Individual copies of the qualification handbook may also be purchased, quoting reference number SP-11-7305. Full publication details are contained on **www.walled-garden.com**.

2   Optional units

2.1   About the optional units

Structure of the units

The units in this qualification are written in a standard format and comprise the following:
- title
- unit reference
- unit aim
- list of learning outcomes
- assessment criteria
- assessment outcomes
- assessment questions
- examples of teaching and training strategies
- assessment
- grading
- relationship to the Standards
- connection with the Minimum Core (where relevant)

Assessment pro formas

Pro formas for use with the assessments detailed in this guide are contained within the *Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)* qualification handbook.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6 in the qualification handbook detailed above. 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.

2   Optional units

2.2   The optional units

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

Candidates may select their optional units (to a minimum value of **15** credits at level 5 for *Part two* of the 7305 DTLLS qualification) from the list below.

Unit No*	Title	Credit value
Unit 1	Developing and managing resources in the lifelong learning sector	15 credits
Unit 2	The lifelong learning sector	15 credits
Unit 3	Integrating literacy, language and numeracy in the learning of vocational and other subjects	6 credits
Unit 4	Planning and practising embedded approaches to raise learner achievement (vocational and other subject teachers)	9 credits
Unit 5	Working with the 14-19 age range in the learning environment	15 credits
Unit 6	Inclusive practice	15 credits
Unit 7	Professional development planning	15 credits
Unit 8	Developing management skills	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)

To achieve the qualification, candidates must successfully complete the assessment(s) specified covering **all** DTLLS mandatory units **plus** those for the chosen optional unit(s).

The mandatory units are provided in the *Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)* qualification handbook.

Unit 1 Developing and managing resources within the lifelong learning sector

Aim

The aim of this unit is to enable candidates to identify, differentiate, manage and analyse the effectiveness of resources to meet the needs of learners in different contexts. It also explores the principles, theories and design of resources.

Learning outcomes

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

- the types of resources and their purpose
- how to produce resources, including use of new and emerging technologies
- ways to ensure that materials are inclusive
- ways of using and managing resources
- legal requirements and responsibilities in relation to use of resources
- how to evaluate and improve own use of resources.

Unit content

Centres should include the following in the delivery of this unit

- application of theories and principles of inclusive curriculum design to resource development and use
- sources; embedded learning materials, QIA (formerly Standards Unit) materials; nationally and locally developed materials; websites; commercial;
- differentiation of resources to meet individual needs and different contexts; outcomes, learner ability, needs and aspirations; literacy, language, numeracy and ICT demands;
- effectiveness and appropriacy of resources (equipment, materials, staff, facilities); application of new and emerging technologies; VLE; self access/study
- legal requirements and implications; copy right laws, IPR, media; terms and conditions of use
- resource evaluation; appropriacy, purpose, accessibility, equality and diversity, readability; clarity; presentation; language use; relevance to subject specialism; equipment; technology requirements;
- planning and developing opportunities for own learning and practice in resource design;
- collaborative approaches to resource development and management

Assessment outcomes

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
• analyse the purpose of resources in relation to effective practice	1.1	1
• evaluate the effectiveness of different types of resources in meeting individual learning needs.	1.2	1
• evaluate the use of a range of resources for specific learning contexts	1.3	1
• analyse principles of resource design	2.1	2
• evaluate a wide range of sources to inform resource development	2.2	4
• plan, design and justify a range of appropriate subject specialist resources to engage individual learners and groups of learners, including the use of new and emerging technologies	2.3	4
• analyse how theories, principles and models of inclusive curriculum design are used to inform resource development	3.1	2
• evaluate ways to adapt a range of resources to ensure an inclusive approach	3.2	5
• evaluate the inclusiveness of own use of resources	3.3	5
• demonstrate effective use of equipment as a resource for own practice	4.1	3
• analyse effective practice in storing and cataloguing resources	4.2	3
• evaluate opportunities for collaborative approaches to resource development and management	4.3	5
• define intellectual property rights and copyright, and analyse implications for the production and use of materials	5.1	3
• evaluate own approaches, strengths and development needs in relation to resource design and management	6.1	5
• plan opportunities to develop and improve own learning and practice in resource design and management.	6.2	5

Examples of teaching and learning strategies

Teaching and learning strategies could include:
- lectures
- small and large group activities
- presentations
- workshop activities
- experiential learning
- trial and evaluation
- self-directed study

- on-line learning
- research activities.

Assessment

This unit will be assessed by **one** optional unit 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 *Professional Standards for Teachers, Tutors and Trainers* in *the Lifelong Learning Sector* in England:

Optional unit of assessment	Mapped to assessment criteria in Standards
Level 5 Developing and managing resources in the lifelong learning sector	1.1, 1.2, 1.3 2.1, 2.2, 2.3 3.1, 3.2, 3.3 4.1, 4.2, 4.3 5.1 6.1, 6.2

Unit 1   Developing and managing resources within the lifelong learning sector

Assessment

About this assessment

This assessment is to be used to assess candidates undertaking:
Unit 1   Developing and managing resources within the lifelong learning sector.

Instructions for Candidates

Candidates are required to

1. provide a rationale for the use of four resources with a group of learners, at least one of which should include emerging technology, and evaluate their effectiveness

2. produce an assessment which demonstrates how relevant theories have been used to inform resource development

3. demonstrate effective use of resources, including the use of emerging technologies, within legal requirements

4. design three resources for your subject specialism, including the use of new and emerging technologies. Justify each resource in terms of its suitability for individual learners and groups

5. include an extract from their own Professional Development Journal to identify and evaluate their own collaborative approaches to resource development within their organisation, including an inclusive approach.

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; 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 in the 7305 *DTLLS* qualification handbook. 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**.

Grading

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

Unit 2   The lifelong learning sector

Aim

The aim of this unit is to enable candidates to understand the scope and nature of the lifelong learning sector. The unit will promote understanding of current policy, and the roles and purpose of regulators and funding bodies for the sector. The unit will also assess candidates in their understanding of the roles and purpose of agencies involved in quality improvement of the sector.

Learning outcomes

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

- the scope and nature of the lifelong learning sector
- the current UK policy context of the lifelong learning sector
- the roles and purpose of regulators and funding bodies in the lifelong learning sector
- the roles and purpose of agencies involved in quality improvement of the lifelong learning sector.

Unit content

Centres should include the following in the delivery of this unit

- the nature and extent of the lifelong learning sector
- how to analyse its contribution to the wellbeing of individuals and the benefits to communities and societies
- the different functions, characteristics and terminology of organisations that make-up the sector
- the nature and origin of policy development and its impact on the sector
- the agencies that influence the sector through:
    - o regulation
    - o funding
    - o support
    - o quality improvement
    - o inspection
    - o self assessment.

Assessment outcomes

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
- analyse the profile of the lifelong learning sector	1.1	1
- analyse ways in which areas of the lifelong learning sector differ from other sectors	1.2	1

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
• define and evaluate the roles of key relevant agencies within the lifelong learning sector	1.3	1
• define and analyse language and terminology specific to the lifelong learning sector	1.4	1
• critically review the context of policy development, discussing the impact on key UK policies relating to lifelong learning	2.1	2
• analyse the underpinning rationale in relation to a range of policies relating to lifelong learning	2.2	2
• evaluate key policies relating to lifelong learning in the UK	3.1	2
• evaluate the role and impact of key agencies responsible for funding the sector	3.2	2
• discuss ways of accessing funding to increase and diversify sources of income	3.3	2
• evaluate the role and impact of agencies responsible for quality and quality improvement in the sector	4.1	3
• evaluate the purpose and process of inspection	4.2	3
• evaluate mechanisms and processes for self assessment and quality improvement within own organisation	4.3	3

Examples of teaching and learning strategies

Teaching and learning strategies could include:
- lectures
- small and large group activities
- presentations
- workshop activities
- experiential learning
- trial and evaluation
- self-directed study
- on-line learning
- research activities.

Assessment

This unit will be assessed by **one** optional unit 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 *Professional Standards for Teachers, Tutors and Trainers* in *the Lifelong Learning Sector* in England:

Optional unit of assessment	Mapped to assessment criteria in Standards
Level 5 The lifelong learning sector	1.1, 1.2, 1.3, 1.4
	2.1, 2.2, 2.3
	3.1, 3.2, 3.3
	4.1, 4.2, 4.3

Unit 2 The lifelong learning sector
Assessment

About this assessment
This assessment is to be used to assess candidates undertaking:
Unit 2   The lifelong learning sector.

Instructions for Candidates
Candidates are required to

1   in tabular format, produce a profile of the lifelong learning sector with analysis of its scope and nature; to include:

    a   analysis of the ways in which areas of the lifelong learning sector differ from other sectors

    b   definition and evaluation of the roles of key relevant agencies which contribute from within the sector

    c   a glossary of terms used within the sector, with a critical analysis of their relevance to learners.

2   critically review the ways in which policy has developed in relation to the lifelong learning sector. Identify key policies relating to lifelong learning, and evaluate them in relation to their rationale. Critically review the context in which these policies have developed and how they impact on the sector.

3   explore and evaluate the role, purpose and impact of quality and quality improvement, funding and inspection agencies in the lifelong learning sector. Produce an evaluation of your own organisation with reference to the mechanisms and processes for inspection, self-assessment and quality improvement. Compare your findings.

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; 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 in the 7305 *DTLLS* qualification handbook. 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**.

Grading

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

Unit 3	Integrating literacy, language and numeracy into the learning of vocational and other subjects

Aim

The aim of this unit is to enable candidates to integrate literacy, language and numeracy into teaching and learning of other subjects. Candidates will understand the relevance and significance of literacy, language and numeracy skills. Candidates will understand and apply current principles and practice of embedding these skills within other learning contexts

Learning outcomes

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

* the role of literacy, language and numeracy skills for the individual, community and economy
* key features of integrated approaches (embedded)
* organisational practice in relation to the integration of literacy, language and numeracy into learning programmes
* the importance of English for learner achievement and employment
* the importance of Mathematics for learner achievement and employment.

Unit content

Centres should include the following in the delivery of this unit

* the role of literacy, language and numeracy skills for the individual, community and the economy
* relevant national policies and priorities
* organisational policies and practice relating to integration of the skills into curricula
* benefits and challenges of a whole organisation approach
* roles and responsibilities
* principles and theories for integration of literacy, language and numeracy skills into curricula
* relevant aspects of motivation theory
* relevant research
* features and methods of integrated practice
* analysis of the literacy, language and numeracy skills required for individual progress and employment.

Assessment outcomes

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
• analyse ways in which the development of literacy, language and numeracy (LLN) skills can contribute to an individual's well being	1.1	1a/3
• discuss the importance of national levels of literacy, language and mathematics for the international economy and society	1.2	1b/1c
• evaluate relevant research on integrated approaches to LLN	2.1	1d
• analyse key features of successful embedded practice	2.2	1d
• discuss the significance of embedded practice for learner achievement	2.3	1b
• summarise key points in the learning programme where the explicit integration of LLN may occur	2.4	2
• discuss ways in which effective integration may be achieved	2.5	2
• evaluate own organisation's approach to embedded practice	3.1	1e
• analyse own responsibilities and boundaries of own role in integrating LLN in learning programmes	3.2	1e
• analyse key speaking, listening, reading and writing demands of a learner's programme	4.1	2
• analyse literacy and language demands of employment in a specific occupation (s)	4.2	1b/2
• evaluate ways in which skills in literacy and language contribute to learner achievement and employment	4.3	3
• analyse key numeracy demands of a learner's programme	5.1	3
• analyse key numeracy demands of employment in a specific occupation(s)	5.2	3
• evaluate ways in which skills in mathematics contribute to learner achievement and employment.	5.3	1b

Examples of teaching and learning strategies

Teaching and learning strategies could include:
• lectures
• small and large group activities
• presentations
• workshop activities
• experiential learning
• trial and evaluation
• self-directed study
• on-line learning
• research activities.

Assessment

This unit will be assessed by **one** optional unit 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 *Professional Standards for Teachers, Tutors and Trainers* in *the Lifelong Learning Sector* in England:

Optional unit of assessment	Mapped to assessment criteria in Standards
Level 5 Integrating literacy, language and numeracy into the learning of vocational and other subjects	1.1, 1.2 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2 4.1, 4.2, 4.3 5.1, 5.2, 5.3

Unit 3   Integrating literacy, language and numeracy into the learning of vocational and other subjects

Assessment

About this assessment

This assessment is to be used to assess candidates undertaking:

Unit 3   Integrating literacy, language and numeracy into the learning of vocational and other subjects.

Instructions for Candidates

Candidates are required to

1   research and write an assignment on the integration of literacy, language and numeracy (LLN) into the learning of a vocational or other subjects. Your assignment should cover:

   a   analysis of how the development of LLN contributes to individual well being

   b   evaluation of the relationship between LLN and achievement and employment

   c   discussion of the importance of LLN for the economy and society

   d   evaluation of relevant research on integrated approaches to LLN and key features of embedded practice

   e   evaluation of the organisation's approach to embedded practice, with an analysis of own responsibilities and boundaries in integrating LLN

2   select a vocational or subject programme and analyse key areas for the integration of LLN

3   analyse the key demands for speaking, listening, reading, writing and numeracy in the programme, and how skills in English and Mathematics relate to achievement and employment in the occupational area

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; 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 in the 7305 *DTLLS* qualification handbook. 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**.

Grading

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

Unit 4   Planning and practising embedded approaches to raise learner achievement (vocational and other subjects)

Aim

The aim of this unit is to enable candidates to plan and deliver literacy, language and numeracy, within other subjects employing a differentiated approach, in order to raise learner achievement. Candidates will understand how to work collaboratively with colleagues and will be able to assess the literacy, language and numeracy, as well as subject specific, needs of individual learners. Candidates will know how to monitor and record learner progress. They will be able to select and use resources appropriately.

Learning outcomes

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

- how to collaborate with colleagues in order to integrate literacy, language and numeracy development into a learning programme
- how to assess the needs of their learners in relation to literacy, language and numeracy as well as vocational skills
- how to plan monitor and record learner progress
- knowledge or resources to support integration of these skills
- how to differentiate vocational teaching to ensure content is clear to learners with literacy, language and numeracy needs.

Unit content

Centres should include the following in the delivery of this unit

- the role of literacy, language and numeracy skills within the vocational or other subject area
- organisational policies and practice relating to integration of the skills into curricula
- theories and principles of team working
- understanding of an integrated approach to curriculum delivery
- principles and theories for integration of literacy, language and numeracy skills into curricula
- relevant aspects of motivation theory
- relevant research
- analysis of the literacy, language and numeracy skills required for individual vocational achievement
- relevant assessment strategies
- contributing to the team monitoring and review of learner progress in personal and vocational skills
- identifying, evaluating and adapting resources
- differentiation of vocational or other subject learning to meet the literacy, language and numeracy needs of learners.

Assessment outcomes

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
• critically evaluate ways of working within a team of teachers, including specialist teachers to integrate literacy, language and numeracy (LLN) development	1.1	1b/1e
• identify and execute appropriate planning mechanisms and evaluate ways in which these will promote sustainable collaboration	1.2	1b
• develop an assessment strategy with others, including specialist teachers, and evaluate its effectiveness	2.1	1a
• evaluate, share and use assessment results to plan teaching within the programme	2.2	1b
• identify, with specialist teachers, the important LLN skills necessary for vocational achievement, and analyse their relevance in a range of contexts	3.1	1c
• demonstrate and evaluate ways of working collaboratively with specialist teachers in the monitoring and reviewing of learner progress	3.2	1d
• agree responsibilities for delivery within an embedded approach, and evaluate the success of individual and team performance	3.2	1e
• identify and evaluate the use of appropriate resources to support learner progress in LLN and vocational development	4.1	2
• adapt learning resources as necessary, with the aid of specialist LLN colleagues, and evaluate the extent to which vocational content is clearly communicated	4.2	2
• evaluate own effectiveness in teaching a vocational subject wit differentiation to meet a range of LLN needs	5.1	4
• evaluate own use of effective questioning techniques to check learner understanding	5.2	3
• evaluate own professional practice in relation to LLN aware approaches	6.1	3/4
• analyse and address own personal knowledge of literacy and numeracy with reference to adult literacy and numeracy standards	6.2	4
• use evaluation of learner feedback, peer observation and peer review to amend and progress own personal development plan with regard to embedded approaches.	6.3	4

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- lectures
- small and large group activities
- presentations

- workshop activities
- experiential learning
- trial and evaluation
- self-directed study
- on-line learning
- research activities.

Assessment

This unit will be assessed by **one** optional unit 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 *Professional Standards for Teachers, Tutors and Trainers* in *the Lifelong Learning Sector* in England:

Optional unit of assessment	Mapped to assessment criteria in Standards
Level 5 Planning and practising embedded approaches to raise learner achievement (vocational and other subjects)	1.1, 1.2 2.1, 2.2 3.1, 3.2, 3.3 4.1, 4.2 5.1, 5.2 6.1, 6.2

Unit 4 Planning and practising embedded approaches to raise learner achievement (vocational and other subjects)

Assessment

About this assessment

This assessment is to be used to assess candidates undertaking:

Unit 4   Planning and practising embedded approaches to raise learner achievement (vocational and other subjects).

Instructions for Candidates

Candidates are required to

1   in consultation with relevant colleagues,

     a   develop an initial assessment strategy, to include literacy, language and numeracy (LLN) for a group of learners

     b   evaluate, and show how you have shared and used, the results of assessment to inform teaching, agreeing responsibilities for sustained evaluation and embedded delivery

     c   identify the LLN skills necessary for vocational achievement analysing their relevance in a range of contexts

     d   monitor and review learner progress and evaluate this process

     e   evaluate your own approach to embedding and that of the team

2   Identify at least two resources that have been designed to support LLN learning within a vocational context and evaluate their usefulness. In collaboration with specialist colleagues adapt two learning resources as necessary and evaluate the extent to which vocational content is clearly communicated

3   deliver at least three sessions in which you have planned a differentiated approach to LLN within your vocational subject. Evaluate your delivery and how you have used effective questioning techniques to check learner understanding

4   analyse your own personal knowledge of LLN. Use learner feedback, peer observation and peer review to evaluate your own professional practice and progress your personal development plan with regard to embedded approaches.

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; 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 in the 7305 *DTLLS* qualification handbook. 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**.

Grading

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

Unit 5   Working with the 14-19 age range in the learning environment

Aim

The aim of this unit is to enable candidates to understand current educational provision for 14-19 years olds, including the roles and responsibilities of teachers working with this age group. Essential understanding of the learning and emotional needs of young people, as well as relevant strategies and techniques to manage their learning will also be addressed. The unit provides understanding of the application of theories and principles in planning, enabling and assessing learning. Candidates will also understand how improve their practice through reflection, evaluation and feedback.

Learning outcomes

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

*   current educational provision and ongoing developments for 14-19 year olds
*   the learning and emotional needs of 14-19 year olds
*   the roles and responsibilities of the teacher working with 14-19 year olds
*   and demonstrate use of techniques and strategies to manage the learning of 14-19 year olds
*   how to apply theories and principles of learning in planning, enabling and assessing learning for 14-19 year olds
*   how reflection, evaluation and feedback can be used to improve own practice in working with 14-19 year olds with reference to theories and principles of learning.

Unit content

Centres should include the following in the delivery of this unit

*   Government and local policies, regulations and legislation relating to the education of young people in this age group, including:
    *   o 14-19 Education and Skills White Paper
    *   o Higher Standards White Paper
    *   o Youth Matters Green Paper
*   14-19 Implementation plans (Dept for Children, Families and Schools, and local)
*   Every Child Matters
*   Children Act 2004
*   SENDA
*   Local provision and prospectuses for 14-19 year old learners
*   Bullying and behaviour policies
*   Specialist Diplomas
*   Functional Skills
*   Inclusion
*   Recording and reporting arrangements
*   Financial support available to learners
*   Learning support provision
*   School and post-compulsory learning environments
*   Development – principles and characteristics relating to the age group

- Self-image and social factors influencing learning for this age group
- Motivating young people of various backgrounds and abilities
- Theories of earning applicable to the acquisition of skills and knowledge by young people
- How to obtain meaningful feedback
- Principles of reflection and grounded evaluation.

Assessment outcomes

Candidates **must** provide evidence that they have individually met the required standards in their responses to the assessment tasks for this unit. The grid below indicates where assessment criteria should be covered against each task.

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
• Analyse key national policies and national initiatives for the education of 14-19 year old learners	1.1	1
• Analyse the current provision for 14-19 year olds in the compulsory and post compulsory sectors	1.2	1
• Evaluate the relationship between the compulsory and post compulsory sectors with regard to provision for 14-19 year olds	1.3	1
• Evaluate the local implementation of partnerships between the compulsory and post compulsory sectors with regard to provision for 14-19 year olds	1.4	1
• Evaluate theories and models of learning in terms of their appropriateness for 14-19 year olds	2.1	1
• Analyse the stages of emotional development of 14-19 year olds	2.2	1
• Analyse the legal framework and key legislation relating to working with 14-19 year olds	3.1	1
• Analyse own role and responsibilities in relation to working with 14-19 year olds	3.2	2
• Evaluate the impact on own practice of legislation relating to working with 14-19 year olds	3.3	2
• Analyse key issues in of managing the learning of 14-19 year olds in the learning environment	4.1	2
• Use and evaluate techniques and strategies to manage the learning of 14-19 year olds in the learning environment	4.2	2
• Evaluate own planning to meet the needs of 14-19 year olds with reference to theories and principles of learning	5.1	2
• Evaluate own use of a range of teaching and learning approaches with 14-19 year olds with reference to theories and principles of learning	5.2	2
• Evaluate own use of a range of assessment methods with 14-19 year olds with reference to theories and principles of learning	5.3	2

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
• Discuss ways to adapt and improve own practice in working with 14-19 year olds with reference to theories and principles of learning drawing on feedback from learners	6.1	2
• Plan and take up opportunities to develop and improve own performance in working with 14-19 year olds	6.2	2

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- lectures
- small and large group activities
- presentations
- workshop activities
- experiential learning
- trial and evaluation
- self-directed study
- on-line learning
- research activities.

Assessment

This unit will be assessed by **one** optional unit 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.

Candidates **must** provide evidence that they have individually met the required standards as mapped to each task. A full mapping table is provided under the 'assessment outcomes' heading in the guidance for this unit.

It is strongly recommended that candidates are observed for at least one session of 14-19 teaching. The observation record provided in Appendix 1 of the 7305 qualification handbook can be used to support the candidate's evaluation activity in task 2b of this unit.

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 *Professional Standards for Teachers, Tutors and Trainers* in *the Lifelong Learning Sector* in England:

Optional unit of assessment	Mapped to assessment criteria in Standards
Level 5 Working with the 14-19 age range in the learning environment	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 3.1, 3.2, 3.3 4.1, 4.2 5.1, 5.2, 5.3 6.1, 6.2

Unit 5   Working with the 14-19 age range in the learning environment

Assessment

About this assessment

This assessment is to be used to assess candidates undertaking:
Unit 5   Working with the 14-19 age range in the learning environment.

Instructions for Candidates

Candidates are required to

1   carry out, and write, a case study of 14-19 provision in your area. Relate your study to relevant plans, policies, principles, legislation and theories. Your study should include:

     a   an evaluation of the relationship between compulsory and post compulsory sectors

     b   any local partnership arrangements.

2   a   produce plans for managing the learning and delivery of teaching to14-19 year old learners

     b   evaluate the plans and delivery of learning and assessment.

     c   write an action plan, based on your reflections on learning, to develop your own practice in working with 14-19 year olds. Consider the theories and principles of learning and feedback.

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.

It is strongly recommended that candidates are observed for at least one session of 14-19 teaching. The observation record provided in Appendix 1 of the 7305 qualification handbook should contribute to the candidate's evaluation.

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; 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 in the 7305 *DTLLS* qualification handbook. 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**.

Grading

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

Unit 6   Inclusive Practice

Aim

The aim of this unit is to enable candidates to adopt an inclusive approach to teaching and learning. Candidates will examine the different barriers to learning, and evaluate their impact. The candidate will identify and analyse current legislation in relation to current practice. In addition, candidates will explore and evaluate the key components of an inclusive environment and effective ways of working with colleagues. Candidates will also demonstrate knowledge and understanding legal and contractual responsibilities and role boundaries in relation to inclusive practice.

Learning outcomes

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

- factors that influence learning
- how legislation related to inclusive practice impacts on organisations
- legal and contractual responsibilities and role boundaries in relation to inclusive practice
- how to manage an inclusive learning environment
- how to evaluate the effectiveness of own inclusive practice.

Unit content

Centres should include the following in the delivery of this unit

- cultural, personal and social factors, including barriers to learning
- embedding good practice from Access for All into teaching
- legal and statutory requirements, eg DDA (1995), SENDA (2001), 'Every Child matters'
- Health and Safety
- leaning difficulties and disabilities
- learning preferences, eg Dunn and Dunn, Honey and Mumford, multiple intelligences
- Issues of equality and diversity, and strategies to promote inclusion
- effective management of an inclusive learning environment
- organisational structures, eg roles, responsibilities and boundaries (including support roles, specialist support, etc)
- collaborative working practices
- points of referral – internal and external
- using feedback from learners to reflect on, evaluate and inform inclusive practice, including personal and professional development

Assessment outcomes

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
• analyse personal, social and cultural factors that influence learning	1.1	1
• evaluate the impact of different cognitive physical and sensory abilities on learning	1.2	1
• identify and analyse legislation relevant to inclusive practice	2.1	2
• evaluate the impact of legislation related to inclusive practice on organisational policies, identifying areas for improvement within the organisation	2.2	2
• analyse implications for own practice of legislation related to inclusion and inclusivity	2.3	2
• analyse own role and responsibilities in relation to inclusive learning practice , discussing the boundaries	3.1	2
• identify and evaluate a range of learner and learning support roles, discussing the role boundaries	3.2	2
• evaluate points of referral available to meet individual learning needs and identify areas for improvement	3.3	2
• analyse the key components and resulting benefits of an effective inclusive learning environment	4.1	3
• analyse issues of equality and diversity and ways to promote inclusion from a strategic perspective	4.2	3
• analyse strategies for effective management of the teacher and learner and learning support team(s), discussng good practice	4.3	1/3
• evaluate own approaches, strengths and development needs in relation to inclusive practice, using reflection and feedback from learners	5.1	4
• plan opportunities to develop and improve own skills in inclusive practice	5.2	4

Examples of teaching and learning strategies

Teaching and learning strategies could include:
- lectures
- small and large group activities
- presentations
- workshop activities
- experiential learning
- trial and evaluation
- self-directed study
- on-line learning
- research activities.

Assessment

This unit will be assessed by **one** optional unit 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 *Professional Standards for Teachers, Tutors and Trainers* in *the Lifelong Learning Sector* in England:

Optional unit of assessment	Mapped to assessment criteria in Standards
Level 5 Inclusive practice	1.1, 1.2
	2.1, 2.2, 2.3
	3.1, 3.2, 3.3
	4.1, 4.2, 4.3, 4.4
	5.1, 5.2

Unit 6   Inclusive Practice
Assessment

About this assessment

This assessment is to be used to assess candidates undertaking
Unit 6   Inclusive Practice.

Instructions for Candidates

Candidates are required to

1   critically analyse the characteristics that influence learning, including strategies for effective management of the learner and learning in the inclusive environment

2   review and analyse legislative requirements relating to inclusive practice, and their implications for the organisation and own practice

3   explore and evaluate the key components and resulting benefits of an effective inclusive learning environment. Critically review your findings in relation to their impact at strategic and personal level

4   using you reflective learning journal and feedback from learners, evaluate your own approaches, strengths and development needs in relation to inclusive practice, and plan opportunities to develop and improve your own skills.

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; 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 in the 7305 DTLLS qualification handbook. 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**.

Grading

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

Unit 7   Professional development planning

Aim

The aim of this unit is to enable the learner to understand and demonstrate how to revise and update a critically reflexive professional development plan. Learners will demonstrate how to evaluate their own continuing professional development (CPD) needs and personal learning needs in relation to inclusive curriculum development in their specialist area. They will apply theories, principles and models of Education for Sustainable Development (ESD) within their own professional practice, and demonstrate how to use reflective and reflexive approaches to link the relationship between their own practice and the wider institutional contexts.

Learning outcomes

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

* how to revise and update a critically reflexive professional development plan
* how to evaluate own continuing professional development needs and personal learning needs in relation to inclusive curriculum development in own specialist area
* how to apply theories, principles and models of Education for Sustainable Development (ESD) within own professional practice
* how to use reflective approaches to articulate the relationship between individual practices and wider institutional contexts
* the completion of all professional practice requirements.

Unit content

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

* professional development planning models
* personal goal setting
* SMART targets/objectives
* methods and models of collecting data – qualitative and quantitative
* models of curriculum design
* principles of equality of opportunity, inclusivity and diversity related to skill specific area
* reflexive and reflective approaches to own practice
* theories, principles and models of Educational Sustainable Development
* principles and methods of collaboration
* relevant legislation and policies
* quality Assurance, common inspection framework and quality improvement models.

Assessment outcomes

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
• evaluate and revise key strengths and areas for development in relation to own learning needs, including minimum core skills in literacy, language, mathematics and ICT.	1.1	1
• evaluate and revise key strengths and areas for development in relation to professional development in own specialist area, including implementation of the minimum core of literacy, language, mathematics and ICT.	1.2	1
• discuss own key development goals and timescales for their achievement drawing on feedback from tutors and mentor	1.3	1
• evaluate own involvement in curriculum design and implementation to date	2.1	2
• evaluate the relationship between subject specialism, curriculum design, curriculum ideology and the learning experience, identifying best practice in own and other specialist areas.	2.2	2
• critically analyse the impact of curriculum design and implementation practices in own subject specialism, in relation to equality of opportunity, inclusivity and diversity.	2.3	2
• critically evaluate the relative strengths, weaknesses and implications of various theories, principles and models of ESD.	3.1	3
• critically evaluate your own implementation of ESD in your subject specialism	3.2	3
• plan to improve the implementation of ESD principles in own practice	3.3	3
• demonstrate how to work collaboratively with learners with regard to ESD	3.4	3
• reflect upon and articulate own professional identities and their impact upon learners and learning	4.1	4
• critically analyse own responsibilities and actions in relation to key legislation and policies	4.2	4
• identify and critically reflect upon own role in relation to Quality Assurance, Inspection and Quality Improvement	4.3	4
• engage in and record 150 hours of appropriate teaching practice	5.1	5
• engage in and provide records of 8 hours of teaching observations	5.2	5
• produce a reflective summary statement in relation to Professional Development on the course	5.3	5
• evaluate and revise own professional development plan to show evidence of planning for QTLS	5.4	5

Examples of teaching and learning strategies

Teaching and learning strategies could include:

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

Assessment

This unit is assessed through the optional unit 7 assessment tasks for *Professional Development Planning,* provided at the end of this unit.

Candidates may wish to use case studies in addition to their response to the assessment tasks provided, in order to demonstrate how they have met the outcomes.

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

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

Group work is **not** acceptable for the assessments.

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

Grading

Grading of assessment(s) for this unit is **pass** or **refer**.

Relationship to the Standards

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

Optional unit of assessment	Mapped to assessment criteria in Standards
Level 5 Professional Development Planning	1.1, 1.2, 1.3 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4 4.1, 4.2, 4.3 5.1, 5.2, 5.3, 5.4

Unit 7 Professional development planning
Assessment

About this assessment

This assessment is to be used to assess candidates undertaking:
Unit 7   Professional development planning.

Instructions for Candidates

Candidates are required to:

1   Using feedback from tutors, mentors, self-reflection and analysis, evaluate and revise key strengths and areas for development in relation to own generic learning needs and professional development in specialist area. Identify key development goals with timescales.

2   Evaluate your own involvement in the development of curriculum design and implementation and critically analyse the impact of curriculum design and implementation in your own and other specialist areas.

3   Critically evaluate the strengths, weaknesses and implications of theories, principles and models of ESD, and how you implement ESD in your subject specialism. Produce a plan to improve the implementation of ESD principles in your own practice, showing how you work collaboratively with learners with regard to ESD.

4   Reflect upon and discuss own professional identities and their impact on learners and learning. Critically analyse and reflect upon own role, responsibilities and actions in relation to key legislation and policies, quality assurance, inspection and quality improvement.

5   From your own activities:

    a   produce a record of 150 hours teaching practice

    b   provide records of eight hours of teaching practice observations

    c   write a reflective summary in relation to professional development and own learning

    d   produce an evaluation and revision of own professional development plan to show evidence of planning for QTLS.

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.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6 in the *Level 5 Diploma in Teaching in the Lifelong Learning Sector Qualification handbook*, available to download from **www.cityandguilds.com/qtls**. 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**.

Grading

Grading of assessment(s) for this unit is **pass** or **refer.**

Unit 8   Developing management skills

Aim

The aim of this unit is to provide the learner with a comprehensive understanding of key management functions and roles within the Further Education (FE) or related sectors. It will enable the learner to apply good communication methods and skills appropriate to management, problem solving and decision making. It will assist the learner in understanding management functions in the organisational context and identify key factors to be considered with regard to institutional planning, budgetary control and human resource (HR) management. It will enable the learner to be positively self-critical, identify their strengths and weaknesses and plan appropriate opportunities to address self-learning needs.

Learning outcomes:

There are **four** outcomes to this unit. The candidate will be able to understand:
- key management functions and roles
- key qualities and skills required to carry out management functions
- the organisational context for carrying out management functions
- how to demonstrate a positive attitude towards self-development in gaining the skills needed to carry out a management function.

Unit content

Centres should include the following in the delivery of this unit:
- roles and responsibilities of the management function
- management qualities and skills
- communication methods appropriate to management
- problem solving and decision making models
- models of leadership styles
- external and internal factors impacting on institutional planning
- budgetary control
- management information systems (MIS) models
- human resource management: - HR Forecasting, HR Planning
- methods of evaluating roles and responsibilities
- ways of collating information – quantitative and qualitative
- methods of collecting feedback
- forward planning skills.

Assessment outcomes

On successful completion of this unit, candidates will be able to:	Mapped to assessment criteria in Standards	Covered in task(s)
• analyse key management functions and roles within the Further Education or related sectors	1.1	1
• analyse key qualities and skills required to perform management tasks	2.1	1
• evaluate communication methods and skills appropriate to management, discussing good practice	2.2	2
• evaluate techniques for problem solving and decision making, discussing good practice	2.3	2
• analyse, compare and contrast different styles of leadership, discussing their effectiveness	2.4	3
• analyse key external and internal factors to be considered in institutional planning	3.1	1
• analyse key factors to be considered in budgetary control and with MIS	3.2	1
• analyse key factors for consideration in human resource management	3.3	1
• analyse how to review organisational structures and evaluate roles and responsibilities	3.4	3
• evaluate own skills, strengths and development needs for carrying out a management function, using self reflection and feedback from others	4.1	4
• plan appropriate opportunities to address own identified learning needs	4.2	4

Examples of teaching and learning strategies

Teaching and learning strategies could include:
- ice breaker activities
- group discussions
- presentations
- case studies
- role play
- completion of learning style questionnaires
- workshop activities
- reading
- research activities.

Assessment

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

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

Group work is **not** acceptable for the assessments.

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

Grading

Grading of assessment(s) for this unit is **pass** or **refer**.

Relationship to the Standards

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

Optional unit of assessment	Mapped to assessment criteria in Standards
Level 5 Developing management skills	1.1
	2.1, 2.2, 2.3, 2.4
	3.1, 3.2, 3.3, 3.4
	4.1, 4.2

Unit 8   Developing management skills
Assessment

About this assessment

This assessment is to be used to assess candidates undertaking
Unit 8   Developing management skills.

Instructions for Candidates

Candidates are required to:

1   analyse key management functions and the qualities and skills required to perform
        management tasks within the FE or related sector. Include in the analysis key external and
        internal factors to be considered in institutional planning, budgetary control and human
        resource management.

2   evaluate communication methods, skills and techniques used in the management context
        when problem solving and decision making. Relate the evaluation to a good practice model.

3   analyse, compare and contrast different styles of leadership discussing their effectiveness.
        Include in the analysis how to review organisational structures and evaluate roles and
        responsibilities.

4   using feedback from others and self-reflection, critically evaluate own skills, strengths and
        development needs for carrying out the management function. Plan appropriate
        opportunities to address self-identified learning needs.

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.

Centres are **strongly recommended** to use the pro formas provided, see Appendices 1-6 in the
Level 5 Diploma in Teaching in the Lifelong Learning Sector Qualification handbook, available to
download from **www.cityandguilds.com/qtls**. 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.

Grading

Grading of assessment(s) for this unit is **pass** or **refer.**

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