



Skills for Learning Professionals

# Developing qualifications for teachers, tutors and trainers in the lifelong learning sector in England

## Interim information for awarding institutions

**Note:** These qualifications will be used by those whose roles are regulated and therefore are required to hold specific qualifications. They may also be taken by individuals who elect to take qualifications or who are required by their employers to take qualifications from the same framework.

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## The purpose of the document

The purpose of this document is to provide information to assist in qualification design.

The following elements are covered:

- glossary of terms
- description of teacher roles and responsibilities
- details of teacher qualifications, including units of assessment and rules of combination
- further guidance on coverage

**Please note: This document has been published following official clearance with DfES ministers. Substantial further changes are not anticipated, but feedback will be welcomed on any necessary additional guidance required. A revised document will be produced following publication of forthcoming legislation.**

## Glossary of terms

**Teacher** - For the purposes of this document, the term **teacher** has been used generically to represent teachers, tutors, trainers, lecturers and instructors in the sector.

**Lifelong learning** - For the purposes of this document, this covers the teacher workforce in further education, adult & community learning/ personal and community development and learning, offender learning and work-based learning. Other terms for the sector in England include learning and skills sector and FE system.

**Qualification titles: Award, Certificate, Diploma** – These are qualification titles that must be adopted for awards accredited by the Qualifications and Curriculum Authority (QCA). Higher Education Institutions can name their own qualifications, but are encouraged to adopt similar terminology, to enable trainee teachers and employers to identify appropriate qualifications. (See also Section 3)

AB – Awarding body

AI – Awarding institution (any institution that can award a qualification, including National Awarding Bodies and Higher Education Institutions)

ACL – Adult and community learning

AP(E)L – Accreditation of prior (experiential) learning

CAT – Credit accumulation and transfer

Cert Ed - Certificate in Education

CPD – Continuing professional development

DfES – Department for Education and Skills

FE – Further education

GLH – Guided learning hours

HE – Higher education

HEI – Higher education institution

ILP – Individual learning plan

ITT – Initial Teacher Training

IfL – Institute for Learning

LLUK – Lifelong Learning UK

Micro teaching – the use of a training class of fellow trainee teachers for the purpose of assessment of teaching practice

NLH - Notional learning hours

PGCE – Post Graduate Certificate of Education or Professional Graduate Certificate of Education

QAA – Quality Assurance Agency (for Higher Education)

QCA – Qualifications and Curriculum Authority

QCF – Qualification and Credit Framework

QTLS – Qualified Teacher, Learning and Skills (- the term which describes the status of those who are licensed to practise as a teacher in the sector)

PCDL – Personal and community development and learning (an alternative term for ACL)



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PTLLS - Preparing to teach in the lifelong learning sector (previously referred to as a passport or an initial award)  
WBL – Work based learning

## Section 1

### Context

In 2004, DfES published '*Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector*'. This document set out proposals to contribute to the professionalisation of teachers, tutors and trainers in the lifelong learning sector, through the development of new standards and qualifications to reflect teacher roles.

LLUK was tasked by the DfES to develop a new suite of standards for the sector to replace the FENTO Teaching and supporting learning standards, to underpin the proposals in *Equipping Our Teachers for the Future*, and on which new unit and credit based qualifications could be developed.

There were three major elements to address within the review of the standards and qualifications:

- It was felt that the FENTO standards were appropriate for existing teachers, but did not necessarily provide adequate guidance or support for new teachers entering the profession.
- Ofsted had highlighted the need to strengthen teaching of the area of specialism.
- It was felt that the FENTO standards were too FE based, and did not meet the needs of the widening, diverse sector.

From July 2005, LLUK was involved in strategic dialogues, consultation events and a range of other relevant activities, to ensure that sector representatives were able to inform developments and that information was widely disseminated, as the standards and then the qualifications were produced.

The draft standards were available on the LLUK website from April 2006, and the definitive versions have now been published. The role descriptions and units of assessment within this document have been distilled from the overarching set of professional standards, based on research and feedback from the events described above.

## Section 2

### Development of the standards - based qualifications framework

The New Overarching Professional Standards were published in December 2006. The development of the standards represents a vital first step in the construction of a new framework of qualifications for teachers in the lifelong learning sector in England.

Following the requirements set out within *Equipping Our Teachers for the Future*, LLUK identified specifications, drawn from the overarching standards, for the types of teaching role performed within the sector. These role specifications are expressed in terms of units of assessment, which clearly set out the learning outcomes and assessment criteria that new teachers, tutors and trainers are expected to achieve. Units will be grouped together to make up the named qualifications for specific teacher roles, based on rules of combination determined by LLUK.

Some units within these qualifications will be mandatory and others optional, to allow for tailoring of qualifications to suit specific roles. It will be possible for mandatory units to be contextualised and for qualifications to contain specialist optional elements, so that the qualification will be generic to the sector, while maintaining relevance to a particular constituency or role. Units will be available as stand alone elements, elements within qualifications or, as required, for continuing professional development (CPD) purposes.

#### Identifying roles in the lifelong learning sector

The lifelong learning sector is diverse, and encompasses both teacher roles and teacher related roles.

**Teacher roles:** LLUK research has identified two distinct teacher roles in the sector:

- a full teaching role which represents the full range of responsibilities performed by those who are expected to attain the status of Qualified Teacher, Learning and Skills (QTLS)
- an 'associate' teacher role which contains fewer teaching responsibilities

Qualifications have been developed to provide initial training for these roles. These qualifications are detailed in section 4 of this document

**Teacher related roles:** These are roles where elements of teaching are combined with elements of, for example, supporting other teachers and trainers through coaching, supporting learning, or management. An example of such a role is that of professional assessor.

In the future, teacher related roles will become more clearly defined. Qualifications will then be introduced as appropriate for such roles and in addition to those developed so

far for the framework. 'Mini Awards' will also be developed as necessary, to recognise these kinds of specialist professional activity.

### **Working within the Qualifications and Credit Framework (QCF)**

*Equipping Our Teachers for the Future* requires LLUK to work within the emergent Qualifications and Credit Framework (QCF):

'Looking ahead, we will ask LLUK to work with QCA on the creation of a qualifications framework for the sector that is unit and credit based. We want the framework to build to qualifications for teachers, trainers, managers and support staff across the sector and to facilitate progression and development for staff at all levels.

#### **Para 3.15**

*Please see QCA website for further information relating to the QCF:*

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

LLUK will ensure that this development articulates across the sector, and facilitates progression within and across sector boundaries. The new teacher qualifications framework will provide opportunities for credit accumulation and transfer (CAT), which will ensure that prior qualifications and credit are appropriately recognised by awarding institutions operating within the sector. This will enhance access to teaching and progression opportunities for those who need to take a staged approach to their career development.

## Section 3

### Working with units of assessment: Higher Education Institutions and Awarding Bodies

In order to meet the requirements of government to develop a unit and credit based system of qualifications, with flexible and transparent career progression routes, LLUK has been working with awarding institutions to develop units of assessment and to negotiate certain agreements relating to credit accumulation and transfer (- see information on CAT later in the document).

In relation to development work, LLUK has a role as facilitator and gatekeeper i.e. ensuring that collaborative work between awarding institutions takes place and that duplication of effort and products is reduced. It is intended that all qualifications within the teacher qualifications framework will be unit and credit based, and that units of assessment, will be generic and shared across awarding institutions and across the sector, to allow for greater opportunities for career progression.

#### **Working with units of assessment: Higher Education Institutions**

Those working in higher education will be working within regulations laid down by the Quality Assurance Agency (QAA) for higher education, and therefore, will have to meet different quality requirements from those laid down by the Qualifications and Curriculum Authority (QCA) which regulates programmes offered within the further education system. Although the QAA does not require HEIs to operate within the QCF, in order to establish articulation between awarding bodies and HEIs, LLUK has developed units of assessment on which all awarding institutions must base their programmes for initial teacher training.

#### **Offering qualifications at a higher level than level 5**

It is accepted that many HEIs will be offering programmes for ITT at higher levels than those represented by the units of assessment published in this document (up to level 5). Where this is the case, HEIs will be required to demonstrate that the higher levels of achievement are being met. It will be expected that these programmes will meet the assessment criteria of the units of assessment in this document, and will also show how their particular programme is running at a higher level through the demonstration of a more demanding assessment strategy.

#### **Titles of Qualifications**

Unlike ABs, as HEIs are not obliged to adopt the titles of qualifications which have been approved to run within the QCF, it will be possible for HEIs to maintain or amend the titles of their qualifications in accordance with institutional preferences and requirements. However, LLUK requests that, where possible, the QCA titles of qualifications are adopted or, at least publicised, so that there is recognition of equivalence across the sector.

## Section 4

### Teaching roles in the lifelong learning sector

In this section we identify roles teaching roles in the lifelong learning sector in England. Initial qualifications appropriate for these roles are detailed in the next section.

The diversity of this sector has already been described. Identifying the roles that teachers undertake is essential if teacher training and related qualifications are to prepare teachers for what they are expected to do. As noted above, LLUK research has identified two distinct teaching roles across the sector. The teacher in **the full teacher role** and a teacher role with fewer responsibilities we have named an **associate teacher** role. Further research may identify further roles and reference has already been made to this with regard to teacher related roles. It is these roles and responsibilities that will be important in identifying the appropriate qualification for staff in these roles to undertake. This is an important change from previous requirements.

From September 2007 it is no longer the amount of time that someone teaches which determines the qualification(s) necessary to take, but the teaching responsibilities within their role.

Therefore, someone who teaches on a regular or more than a very occasional basis will be required to progress to the Associate Teacher or Full Teacher qualifications, depending on the responsibilities s/he undertakes.

#### The Associate Teacher Role

The Associate Teacher role is defined as carrying fewer teaching responsibilities than the full role. The quality of teaching is expected to be of an equally high standard.

Someone is deemed to be in an associate teacher role if their role and responsibilities are to **teach predominantly** in at least **one** of the following ways:

- from packs/ pre-prepared materials, and therefore has fewer responsibilities in design of curriculum and materials generally
- on a one to one basis
- a programme confined to a particular level/ subject/ type of learner (i.e. does not develop or deliver a full range across a curriculum area)
- short courses

**NOTE: THIS DOES NOT INCLUDE SPECIALIST TEACHERS WHO PERFORM THE FULL TEACHER ROLE** (see role descriptions)

As stated above, this is regardless of the amount of teaching undertaken. Also deemed an associate teacher would be someone whose main occupation is not teaching, but

who does deliver learning on a regular or more than an occasional basis e.g. termly contracts for adult and community learning that do not require the full teaching role.

Detailed below are the activities and tasks undertaken to fulfil the associate role. These further define and help identify those performing an associate teaching role.

### The teacher performing the associate role will:

- **Know how to carry out initial assessment with learners to inform planning**

The associate teacher might administer initial assessment in own specialist area e.g. form filling, informal interviews. S/he should also have an understanding of the use and purpose of initial assessment, different methods and how these are selected and applied.

- **Know theories of teaching and learning**

The associate teacher will have an awareness of basic theories of learning, and how they are applied in practice.

- **Prepare session plans to meet the individual needs of learners**

- **Plan teaching sessions**

The associate teacher will have a broad understanding of the principles and practice of planning, and will need to understand and demonstrate planning skills and how to meet different learners' needs, even if using pre-prepared materials and within predictable contexts.

- **Negotiate individual learning goals with learners**

The associate teacher will need to understand and demonstrate that individual learner needs have been taken into account within a cohort of learners, even where it is perceived that all learners have the same learning goals.

- **Establish and maintain a learning environment appropriate to area of expertise and learner cohort**

- **Identify key aspects of relative current legislative requirements**

- **Establish ground rules that underpin appropriate behaviour and respect for others**

The associate teacher will demonstrate the application of codes of practice and principles of inclusiveness. S/he will know how to challenge discriminatory behaviour and demonstrate good practice in relation to equality and respect for diversity.

- **Select appropriate materials from the range available**

The associate teacher may also develop own materials and will be expected to know how to adapt them, as appropriate eg creating larger print for visually impaired learners.

- **Deliver session plans to meet the individual needs of learners**

- **Apply appropriate teaching and learning strategies which take account of individual learner need**

The associate teacher will need to understand and demonstrate that individual learner needs have been taken into account within a cohort of learners, even when it is possible that all learners have the same learning goals.

- **Ensure that learners have an awareness of the area of specialism in context**

Those in the associate teacher role will ensure that learners understand the context of the area of specialism e.g. its application and contribution to the economy/ society.

- **Facilitate opportunities for learners to use peer and/or self assessment**
- **Give constructive feedback to learners**
- **Facilitate opportunities for learner feedback**

The associate teacher will need to understand ways to encourage learners to reflect on their own and others' performance through self and peer evaluation. At this stage, particular emphasis should be on the use of positive feedback, and the understanding of its impact on those whom it affects.

- **Use a range of assessment activities which produce valid, reliable and sufficient evidence**
- **Assess learner performance**

The associate teacher will have a broad understanding of the principles and practice of assessment, and will need to understand and demonstrate methods of assessment and how to meet different learners' needs, even if using pre-prepared materials and within predictable contexts.

- **Monitor learner progress**
- **Keep accurate records of learner progress**
- **Contribute to organisational quality procedures**

The associate teacher will contribute to learner progression and organisational quality systems through recording and monitoring learner achievement. S/he may also be involved in verification/ moderation activities.

- **Identify and refer learners on to sources of general and current education, training and/or career opportunities, as appropriate.**
- **Signpost and/or refer learners on to specialist services, as necessary**

The associate teacher will be expected to know about points of referral both for additional learning needs or career progression information and advice. It will be critical for the teacher to understand, particularly, the boundaries of the role in providing information and advice.

- **Evaluate own practice**
- **Collaborate with others to improve own performance**
- **Engage in continuing professional development**

It is critical that reflection and evaluation is embedded in the practice of all teachers at all times.

Those in the associate teacher role may only collaborate on a small scale with relevant others. However, it will be necessary to seek out appropriate opportunities, where this is the case.

**Note:** It will be expected that all associate teachers will gain some understanding of:

- How to develop their own materials
- Methods of teaching both groups and individual learners
- How to adapt approaches to deliver a more extensive curriculum

It is expected that opportunities are made available for learners to demonstrate this knowledge and understanding as part of the associate teacher programme.

## The Full Teacher Role

All those entering the profession who take on the full responsibilities of a teacher in the sector are performing the full teacher role.

This is performed by someone who teaches:

- using materials they have designed and evaluated
- across a range of levels, subjects and learner types
- across or contributes to a range of programmes of varying lengths

**Please note:** The role is not defined by the number of hours taught, but by the responsibilities undertaken in the teaching role.

This is a programme of learning for new teachers, offered at minimum level five, which leads to and is one element of QTLS status.

### The teacher performing the full teaching role will:

**Fulfil the requirements of the associate teacher role and in addition:**

- **Know how to carry out initial assessment with learners**

Those in the full teacher role will administer initial assessment in own specialist area e.g. form filling, informal interviews. They should also have an understanding of the use and purpose of initial assessment, and how to make use of initial assessment in planning for personalised learning. They will have knowledge and understanding of different initial assessment methodologies and how these are selected and applied, and they will be provided with opportunities to demonstrate this in practice within an inclusive framework.

- **Identify theories of teaching and learning relevant to own specialist area**
- **Develop practice through reference to relevant theories of learning**

Those in the full teacher role will understand a wide range of contemporary theories of teaching and learning and will demonstrate effective application of key theories in practice.

- **Prepare session plans and schemes of work to meet the individual needs of learners**

Those in the full teacher role will have a sound understanding of the principles and practice of planning, and demonstrate this in practice. They will be able to identify measurable learning outcomes and understand how to meet individual learners' needs.

- **Plan as a member of a team**

Those in the full teacher role will demonstrate skills both as an autonomous teacher and as an effective curriculum team member. They will understand their role as part of a curriculum team, be flexible in adapting and taking on team roles, as necessary, and how the contribution of team work enhances the learner's experience.

- **Negotiate individual learning goals with learners**

Those in the full teacher role will need to understand and demonstrate that individual learner needs have been taken into account, within the context of personalised learning. This will include working with learners on a one to one basis to identify realistic and achievable goals that can be measured against set targets.

- **Develop the curriculum**

Those in the full teacher role will be expected to be able to develop curricula, and know how to teach to:

- more than one level
- more than one target audience
- more than one learning programme

- **Develop teaching and learning materials**

As well as developing their own materials, those in the full teacher role may also teach from pre-prepared materials and will be expected to know how to adapt materials, as appropriate to meet the needs of all the learners e.g. creating larger print for visually impaired learners.

- **Deliver session plans to meet the individual needs of learners**
- **Apply appropriate teaching and learning strategies which take account of individual learner need**

Those in the full teacher role will need to understand and demonstrate that individual learner needs have been taken into account within a cohort of learners, demonstrating ability to deliver teaching and learning through a wide range of strategies.

- **Support the needs of individual learners**

Those in the full teacher role will understand learning needs and identify potential sources of additional learning support. They will understand the responsibilities and boundaries of own role in providing learning support for individual learners.

- **Provide opportunities for learners to understand how their specialist area relates to a wider social, economic and environmental context**

Those in the full teacher role will ensure that learners understand both the context of the area of specialism and how the contribution of learning has a positive impact on social regeneration and personal development.

- **Implement appropriate and innovative ways to introduce developments in own specialist area**

Those in the full teacher role are expected to understand and demonstrate methods to effectively engage and enthuse their learners in the area of specialism.

- **Devise a range of assessment activities to meet the needs of individual learners**
- **Use a range of assessment activities which produce valid, reliable and sufficient evidence**
- **Assess learner performance**
- **Evaluate appropriateness of different methods of assessment of learning and assessment for learning**

Those in the full teacher role will have a sound understanding of the principles and practice of assessment, and will need to understand and demonstrate a broad range of methods of assessment, both formative and summative, formal and informal.

They will demonstrate confidence in making professional judgements and ways to meet different learners' needs in different contexts. They will be able to evaluate the effectiveness of a range of assessment methods and tools for different learners in different contexts. They will understand the difference between assessment and evaluation.

- **Monitor learner progress**

- **Keep accurate records of learner progress**
- **Contribute to organisational quality procedures**

Those in the full teacher role will need to understand and operate effectively within the provider's quality cycle. They will contribute to learner progression and organisational quality systems through regular recording and monitoring of learner achievement and know how to use this information to contribute to quality improvement. They will understand what is meant by 'value added' and 'distance travelled', and their application.

- **Facilitate opportunities for learners to use peer and/or self assessment in the context of assessment for learning**
- **Give constructive feedback to learners**
- **Facilitate opportunities for learner feedback**
- **Evaluate effectiveness of different methods of feedback as a tool for learning**

Those in the full teacher role will need to understand ways to encourage learners to reflect on their own and others' performance through self and peer assessment. They must understand the need for group contracts and preparation prior to the establishment of a system of peer assessment. They will also need to understand and demonstrate principles of good practice in giving constructive feedback, and evaluate the effectiveness of feedback to aid the improvement of learner performance.

- **Work in partnership with colleagues and/or others within and outside the organisation to support learners effectively**

Where opportunities for partnership working are limited, providers will be expected to facilitate appropriate experience for learners. Those in the full teacher role will identify key stakeholders and partners in their region who contribute to learning in the sector, and they will understand the importance of multi agency working for the benefit of learners.

- **Identify and refer learners on to sources of general and current education, training and/or career opportunities, as appropriate.**
- **Signpost and/or refer learners on to specialist services, as necessary**
- **Provide general and current information about potential education, training and/or career opportunities**

Those in the full teacher role will be expected to know about points of referral both for additional learning needs and career progression information and advice, and will refer learners on as appropriate. They will be able to provide information about career opportunities in own specialist area, and about the organisation's services. It will be critical for the teacher to understand, particularly, the boundaries of their role in providing information and advice.

- **Self evaluate to improve own practice**
- **Collaborate with others to improve own and team performance**
- **Engage in continuing professional development**

It is essential that reflection and evaluation is embedded in the practice of all teachers at all times. The teacher in the full role is a reflective practitioner, who should engage in small scale practitioner research, and disseminate to wider audiences.

## Section 5

### Initial teacher qualifications framework

Initial teaching qualifications have been developed for the two teaching roles that have been identified in the sector. These are a certificate qualification for those in an associate role entitled **Certificate in teaching in the lifelong learning sector** and a diploma qualification for those in a full teaching role, entitled **Diploma in teaching in the lifelong learning sector**. These qualifications will be available at different levels. The level will be detailed at the beginning of the title.

**Note: Elements of practice are embedded within each mandatory unit of assessment. It is not intended for any mandatory unit to be delivered without application to teaching practice.**

In addition to the Certificate and Diploma there will be a qualification that will confer a threshold licence to teach. This award is entitled **Award in preparing to teach in the lifelong learning sector**. This is an introductory programme for **all new teachers** in the sector.

From September 2007 all new teachers must gain a Licence to Practise at the start of their career. Some teachers will meet this requirement by taking a qualification. Those registering on Certificate in Education (Cert Ed) or Post Graduate (or Professional Graduate) Certificate in Education (PGCE) programmes may complete the requirements embedded within a larger module of learning.

Those exempt from this requirement in September 2007 include:

- those with existing recognised teaching qualifications
- those already teaching in the sector
- those working in institutions/ teaching roles which are privately rather than publicly funded
- those who make occasional contributions to programmes e.g. visiting experts/ speakers

The key characteristics of each qualification are detailed below.

#### Preparing to teach in the lifelong learning sector

This award is available at two levels:

**Level Three Award in Preparing to teach in the lifelong learning sector (PTLLS)**  
**Level Four Award in Preparing to teach in the lifelong learning sector (PTLLS)**

This comprises one **6** credit unit entitled 'Preparing to teach in the lifelong learning sector'.

This qualification provides a basic minimum standard for all those entering the profession from September 2007. Adequate support from providers must be in place to ensure that the qualification is understood and that progression routes for individuals can be negotiated. An individual record of training and development should be initiated at this point, any learning or professional needs identified and a plan to address these recorded and monitored through an individual learning plan (ILP).

The qualification:

- Involves initial assessment of literacy, numeracy and ICT needs, and planning to address these
- Minimum level three
- 60 hours of learning in total e.g. at least 30 guided learning hours with corresponding hours of self directed learning to make up the required 60 hours
- In service, pre service or pre employment – intended as precursor to teaching career
- Observed practice (- can be micro teaching)
- Mentoring support
- Confers threshold status to teach

It will be expected that someone enrolling on an initial award will normally possess at least a minimum level three qualification in his/her own area of specialism.

### Certificate in teaching in the lifelong learning sector

This qualification will be taken by teachers in an associate teacher role.  
This certificate is available at two levels.

#### **Level Three Certificate in teaching in the lifelong learning sector** **Level Four Certificate in teaching in the lifelong learning sector**

This may be offered in a number of modes including pre-service, in-service, part time or full time.

These comprise 3 mandatory units worth **18** credits and optional units at least to the value of 6 credits, making a total of minimum **24** credits

#### **Mandatory units**

Preparing to teach in the lifelong learning sector – **6** credits

Planning and enabling learning – **9** credits

Principles and practice of assessment – **3** credits

#### **Optional units**

To the value of at least **6** credits

Optional units are still under development by awarding institutions, but will include units which represent the target audience taught, the environment in which teaching and learning takes place, elements relating to a specific teaching role etc.

**Please note:**

*It might be necessary for learners undertaking the Certificate to take additional optional units, according to the sub sector in which they work, and the specific requirements of that sub sector.*

## Diploma in teaching in the lifelong learning sector

This will be taken by teachers in a full teacher role.

This can be offered at level 5 and above. At this time, units of assessment have only been developed for the minimum level required i.e. Level 5.

### Level Five Diploma in teaching in the lifelong learning sector

This may be offered in a number of modes including pre-service, in-service, part time or full time. It has a value of 120 Credits (50% of which can be offered at level four e.g. part one units). Part one units must be delivered before part two units.

(Please see information on credit accumulation and transfer agreement below.)

**Mandatory units:**

**Part One**

- Preparing to teach in the lifelong learning sector = **6** credits
- Planning and enabling learning = **9** Credits
- Enabling learning and assessment = **15** credits
- Theories and principles for planning and enabling learning = **15** credits

**Optional units:**

To the value of **15** credits

Mandatory units:

**Part Two**

- Continuing personal and professional development = **15** credits
- Curriculum design for inclusive practice = **15** credits
- Wider professional practice = **15** credits

**Optional units:**

To the value of **15** credits

Optional units are still under development, but will include units which represent the target audience taught, the environment in which teaching and learning takes place, elements relating to a specific teaching role etc.

**Note: Optional units**

LLUK invites awarding institutions to propose the development of optional units for the teacher qualifications framework, at all levels and to make a case for their inclusion in the framework.

## Section Six

### Credit Accumulation and Transfer (CAT) agreement

- All awarding institutions will develop programmes using the common shared mandatory units of assessment\*.
- The initial award - Preparing to teach in the lifelong learning sector (PTLLS) – can only be offered as a free standing qualification at levels three and four.
- All initial awards (PTLLS) will be accepted by all awarding institutions.
- PTLLS must be delivered at the start of an initial teacher training programme.
- Where PTLLS is embedded within a larger programme, the point at which a learner satisfactorily completes PTLLS, and therefore gains a threshold licence to practise, must be identified.
- PTLLS and the unit 'Planning and enabling learning' comprise 15 credits within both the Certificate and Diploma qualifications. Therefore, anyone attaining the Certificate must be able to count (at least) these 15 credits towards a Diploma qualification.
- PTLLS and Planning and enabling learning must be delivered as the first unit of a Diploma programme. The part one mandatory units must be covered before the part two mandatory units e.g. Where an initial teacher training programme is delivered part time over 2 years, the part one mandatory units must be covered in year one and the part two mandatory units in year two, to allow learners to use credit gained in the first year of one programme towards the second year of that programme or another equivalent programme. Where an initial teacher training programme is delivered full time over a year, the part one mandatory units must be covered before the part two mandatory units, to ensure that a learner leaving the programme will be able to use credit gained for the elements of the programme s/he has completed.
- Up to 50% of lower level credit can be transferred into the next level of qualification.

\* LLUK will be facilitating the development of shared optional units, based on proposals from providers, during the course of the year.

**Please note:** There are no restrictions on awarding bodies/ institutions in the development of further credit accumulation and transfer agreements e.g. in relation to using credit from optional elements or the full Certificate towards attainment of the Diploma. It is intended to monitor such arrangements over the next few years, and to publish recommendations and examples of best practice based on these.

At present, there is no qualification to represent completion of the first year (60 credits) of a 2 year part time Diploma. Those who complete the 60 credits will gain a credit transcript, identifying areas covered and credits gained, which can be used to progress towards the full qualification within the stated time period for completing the qualification leading to QTLS status.

## Section Seven

### Further guidance

From September 2007, all new entrants to teaching in the sector will be required to gain PTTLS and follow a programme of study leading to an appropriate new qualification for their role within 5 years of enrolling. Please refer to forthcoming regulations for further definitions.

#### **Qualified Teacher, Learning and Skills status (QTLS)**

Those who achieve the qualification representing the full teacher role can use it to claim QTLS status. In addition, those with existing qualifications representing the full teacher role, will have the opportunity to claim QTLS status through a recognition process. A new teacher can take up to 5 years to complete the qualification leading to QTLS status. If a teacher is qualified in the associate role, s/he will still be able to work towards gaining QTLS status, once the decision has been made to progress to this.

#### **Required amount of time for observed practice**

##### **Diploma**

At least 150 hours of teaching practice. There must be a minimum of 8 observations totalling a minimum of 8 hours. Any single observation must be a minimum of half an hour. Observations can be formative or summative.

##### **Certificate**

At least 30 hours of teaching practice. There must be a minimum of 3 observations totalling a minimum of 3 hours. Any single observation must be a minimum of half an hour.

(For the Certificate and the Diploma, teaching observation excludes observed practice completed for PTTLS)

(Satisfactory evidence of 2 observed practice sessions can be used towards attainment of the Diploma within the usual rule of currency).

Teaching practice for regulated roles must take place within recognised locations, as defined within regulations.

**Please Note: Understanding, knowledge and application must be integrated and demonstrated within all units of assessment.**

#### **Minimum core**

Evidencing of the minimum core will be required in accordance with guidelines to be issued in due course. Initial assessment and support for minimum core skills are to be built into ITT programmes, but the passing of a test/ final assessment of minimum core skills, is not part of the ITT qualification. To gain QTLS status, a test of minimum core skills must be passed.

Course designers will need to demonstrate coverage of the minimum core.

- In Certificate programmes, this will be in the Planning and enabling learning unit.

- In Diploma programmes, the remaining elements of the minimum core must be covered in the further 2 mandatory units which make up the first year of a 2 year part time programme/ the first half of a one year full time programme. Those units are:

Enabling learning and assessment = 15 credits

Theories and principles for planning and enabling learning = 15 credits

### **Number of guided learning hours (GLH)**

The qualifications are expressed in units of assessment, with levels and credit values. One credit is worth a notional 10 hours of study i.e. the whole learning time (as opposed to contact time versus self directed learning). However, for the purposes of current funding regimes, the qualifications for the present are required to carry guidance on the amount of guided learning hours i.e. contact time with the teacher/ trainer/ tutor.

### **Guided learning hours v self directed learning hours**

It is recommended that the Award 'Preparing to teach in the lifelong learning sector' will be delivered in at least 30 guided learning hours.

There will be more self directed learning and fewer guided learning hours in the delivery of higher level qualifications, to reflect the development of the teacher as an autonomous learner.

### **Continuing professional development (CPD)**

All teachers will be expected to maintain and improve their professionalism, both in own area of specialism and in own practice as a teacher, through engaging in CPD opportunities.

## Section 8

### Units of Assessment

**These are the required mandatory units of assessment for initial teacher training in England.**

#### **Threshold Licence**

(Please note the threshold licence is featured more than once because it is the first unit included in each of the larger qualifications)

Level Three – 6 credits

Level Four - 6 credits

#### **Mandatory unit:**

Preparing to teach in the lifelong learning sector = 6 credits

#### **Optional units:**

N/A

#### **Certificate**

Level Three – 24 credits

Level Four – 24 credits

#### **Mandatory units:**

- Preparing to teach in the lifelong learning sector = 6 credits
- \*Planning and enabling learning = 9 Credits
- \*Principles and practice of assessment = 3 credits

#### **Optional units:**

To the value of 6 credits (minimum)

#### **Level 5 Diploma**

120 credits – 50% of which can be offered at level four

#### **Mandatory units:**

**Part One** (e.g. 1<sup>st</sup> year of a 2 year part time programme)

- Preparing to teach in the lifelong learning sector = 6 credits
- \*Planning and enabling learning = 9 Credits
- \*Enabling learning and assessment = 15 credits
- \*Theories and principles for planning and enabling learning = 15 credits

<p><b>Optional units:</b> To the value of 15 credits</p>
<p><b>Part Two</b> (e.g. 2<sup>nd</sup> year of a 2 year part time programme)</p> <ul style="list-style-type: none"> <li>▪ *Continuing personal and professional development = 15 credits</li> <li>▪ *Curriculum design for inclusive practice = 15 credits</li> <li>▪ *Wider professional practice = 15 credits</li> </ul> <p><b>Optional units:</b> To the value of 15 credits</p>

**\* Subject to accreditation by the qualifications regulators**

**The unit of assessment specifies the required learning outcomes and assessment criteria, for the award of credit.**

Therefore:

**(a) It does not specify the programme for delivery**

**(b) It does not specify the regime for assessment.**

(a) The programme of delivery

The learning programme that is delivered should be designed on the basis of how best to enable trainees to achieve the required learning outcomes and be in a good position to demonstrate this at an appropriate level, through a range of assessment mechanisms.

(b) The assessment regime

The modes of summative assessment and types of assignment used should be designed on the basis of how best to enable trainees to demonstrate their knowledge, skills and levels of attainment in the most appropriate, efficient and effective ways. Where appropriate, this will mean designing 'holistic' or integrated assignments that cover a range of criteria effectively and avoid over assessment.

**Note:** 1 credit represents the equivalent of 10 notional hours of learning.  
All the criteria within the units of assessment must be met for credit to be awarded.

## Threshold Award

### Threshold licence level three

**UNIT TITLE:** Preparing to teach in the lifelong learning sector

**LEVEL:** Three

**CREDIT VALUE:** 6

**UNIT CODE:**

This unit has 5 learning outcomes.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1. Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Explain own role and responsibilities, and boundaries of own role as a teacher. (*) 1.2 Identify key aspects of relevant current legislative requirements and codes of practice within a specific context. 1.3 Identify other points of referral available to meet the potential needs of learners. 1.4 Identify issues of equality and diversity, and ways to promote inclusion. 1.5 Explain the need for record keeping.
2. Understand appropriate teaching and learning approaches in the specialist area.	2.1 Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area. 2.2 Explain ways to embed elements of functional skills in the specialist area. 2.3 Justify selection of teaching and learning approaches for a specific session.
3. Demonstrate session planning skills.	3.1 Plan a teaching and learning session which meets the needs of individual learners. 3.2 Justify selection of resources for a specific session.
4. Understand how to deliver inclusive sessions which motivate learners.	4.1 Explain ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners.

	<p>4.3 Explain and demonstrate good practice in giving feedback.</p> <p>4.4 Communicate appropriately and effectively with learners.</p> <p>4.5 Reflect on and evaluate the effectiveness of own teaching.</p>
<p>5. Understand the use of different assessment methods and the need for record keeping.</p>	<p>5.1 Identify different assessment methods.</p> <p>5.2 Explain the use of assessment methods in different contexts, including reference to initial assessment.</p> <p>5.3 Explain the need for record keeping in relation to assessment.</p>

**Note:** Assessment Criterion 1.1 represents coverage of the 6 domains which make up the overarching professional standards, i.e. roles and responsibilities across the 6 domains.

**Values and commitments included in this unit:**

AS 3; AS 6; AS 7;  
 BS 1; BS 2; BS 3;  
 CS 3;  
 DS 1; DS 3;  
 ES 1; ES 4; ES 5;  
 FS 1;

**Standards included in this unit:**

AK 3.1; AK 6.1; AP 6.1; AK7.1; AK 7.2;  
 BK 1.2; BP 1.2; BK 2.2; BP 2.2; BK 2.6; BP 2.6; BK 3.1; BP 3.1; BK 3.2; BP 3.2;  
 CK 3.1; CP 3.1; CK 3.3;  
 DK 1.2; DP 1.2; DK 3.1; DP 3.1;  
 EK 1.1; EP 1.1; EK 1.2; EP 1.2; EK 4.1; EP 4.1; EK 5.1; EP 5.1; EK 5.2; EP 5.2  
 FK 1.1; FP 1.1

**Threshold licence level four**

**UNIT TITLE:** Preparing to teach in the lifelong learning sector

**LEVEL:** Four

**CREDIT VALUE:** 6

**UNIT CODE:**

This unit has 5 learning outcomes.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1. Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Review own role and responsibilities, and boundaries of own role as a teacher. (*) 1.2 Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context. 1.3 Review other points of referral available to meet the potential needs of learners. 1.4 Discuss issues of equality and diversity, and ways to promote inclusion. 1.5 Justify the need for record keeping.
2. Understand appropriate teaching and learning approaches in the specialist area.	2.1 Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area. 2.2 Evaluate a range of ways to embed elements of functional skills in the specialist area. 2.3 Evaluate the teaching and learning approaches for a specific session.
3. Demonstrate session planning skills.	3.1 Plan a teaching and learning session which meets the needs of individual learners. 3.2 Evaluate how the planned session meets the needs of individual learners 3.3 Analyse the effectiveness of the resources for a specific session.
4. Understand how to deliver inclusive sessions which motivate learners.	4.1 Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. 4.2 Use a range of appropriate and effective teaching and learning approaches to engage

	<p>and motivate learners.</p> <p>4.3 Explain different methods of giving feedback</p> <p>4.4 Demonstrate good practice in giving feedback.</p> <p>4.5 Communicate appropriately and effectively with learners.</p> <p>4.6 Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate</p>
5. Understand the use of different assessment methods and the need for record keeping.	<p>5.1 Review a range of different assessment methods.</p> <p>5.2 Evaluate the use of assessment methods in different contexts, including reference to initial assessment.</p> <p>5.3 Justify the need for record keeping in relation to assessment.</p>

**Note:** Assessment Criterion 1.1 represents coverage of the 6 domains which make up the overarching professional standards, i.e. roles and responsibilities across the 6 domains.

<p><b>Values and commitments included in this unit:</b></p> <p>AS 3; AS 6; AS 7;          BS 1; BS 2; BS 3; BS 5;          CS 3;          DS 1; DS 3;          ES 1; ES 4; ES 5;          FS 1;</p>
<p><b>Standards included in this unit:</b></p> <p>AK 3.1; AK 6.1; AP 6.1; AK7.1; AK 7.2;          BK 1.2; BP 1.2; BK 2.2; BP 2.2; BK 2.6; BP 2.6; BK 3.1; BP 3.1; BK 3.2; BP 3.2; BK 5.2;          BP 5.2          CK 3.1; CP 3.1; CK 3.3;          DK 1.2; DP 1.2; DK 3.1; DP 3.1;          EK 1.1; EP 1.1; EK 1.2; EP 1.2; EK 4.1; EP 4.1; EK 5.1; EP 5.1; EK 5.2; EP 5.2          FK 1.1; FP 1.1</p>

**Certificate units level three**

**UNIT TITLE:** Preparing to teach in the lifelong learning sector

**LEVEL:** Three

**CREDIT VALUE:** 6

**UNIT CODE:**

This unit has 5 learning outcomes.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1. Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Explain own role and responsibilities, and boundaries of own role as a teacher. (*) 1.2 Identify key aspects of relevant current legislative requirements and codes of practice within a specific context. 1.3 Identify other points of referral available to meet the potential needs of learners. 1.4 Identify issues of equality and diversity, and ways to promote inclusion. 1.5 Explain the need for record keeping.
2. Understand appropriate teaching and learning approaches in the specialist area.	2.1 Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area. 2.2 Explain ways to embed elements of functional skills in the specialist area. 2.3 Justify selection of teaching and learning approaches for a specific session.
3. Demonstrate session planning skills.	3.1 Plan a teaching and learning session which meets the needs of individual learners. 3.2 Justify selection of resources for a specific session.
4. Understand how to deliver inclusive sessions which motivate learners.	4.1 Explain ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners.

	<p>4.3 Explain and demonstrate good practice in giving feedback.</p> <p>4.4 Communicate appropriately and effectively with learners.</p> <p>4.5 Reflect on and evaluate the effectiveness of own teaching.</p>
<p>5. Understand the use of different assessment methods and the need for record keeping.</p>	<p>5.1 Identify different assessment methods.</p> <p>5.2 Explain the use of assessment methods in different contexts, including reference to initial assessment.</p> <p>5.3 Explain the need for record keeping in relation to assessment.</p>

**Note:** Assessment Criterion 1.1 represents coverage of the 6 domains which make up the overarching professional standards, i.e. roles and responsibilities across the 6 domains.

**Values and commitments included in this unit:**

AS 3; AS 6; AS 7;  
 BS 1; BS 2; BS 3;  
 CS 3;  
 DS 1; DS 3;  
 ES 1; ES 4; ES 5;  
 FS 1;

**Standards included in this unit:**

AK 3.1; AK 6.1; AP 6.1; AK7.1; AK 7.2;  
 BK 1.2; BP 1.2; BK 2.2; BP 2.2; BK 2.6; BP 2.6; BK 3.1; BP 3.1; BK 3.2; BP 3.2;  
 CK 3.1; CP 3.1; CK 3.3;  
 DK 1.2; DP 1.2; DK 3.1; DP 3.1;  
 EK 1.1; EP 1.1; EK 1.2; EP 1.2; EK 4.1; EP 4.1; EK 5.1; EP 5.1; EK 5.2; EP 5.2  
 FK 1.1; FP 1.1

**UNIT TITLE:** Planning and enabling learning

**LEVEL:** Three

**CREDIT VALUE:** 9

**UNIT CODE:**

This unit has 5 learning outcomes.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1 Understand ways to negotiate appropriate individual goals with learners	1.1 Explain the role of initial assessment in the learning and teaching process. 1.2 Describe different methods of initial assessment for use with learners. 1.3 Explain ways of planning, negotiating and recording appropriate learning goals with learners.
2 Understand how to plan for inclusive learning	2.1 Establish and maintain an inclusive learning environment. 2.2 Devise a scheme of work which meets learners' needs and curriculum requirements. 2.3 Devise session plans which meet the aims and needs of learners. 2.4 Explain ways in which session plans can be adapted to the individual needs of learners. 2.5 Plan the appropriate use of a variety of delivery methods, explaining the choice. 2.6 Identify opportunities for learners to provide feedback to inform practice.

<p>3 Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements.</p>	<p>3.1 Use a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met.</p> <p>3.2 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.</p> <p>3.3 Identify literacy, language, numeracy and ICT skills which are integral to own specialist area.</p> <p>3.4 Select / adapt and use a range of inclusive resources to promote inclusive learning and teaching.</p>
<p>4 Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation.</p>	<p>4.1 Use different communication methods and skills to meet the needs of learners and the organisation.</p> <p>4.2 Identify ways in which own communication skills could be improved, including an explanation of how barriers to effective communication might be overcome.</p> <p>4.3 Liaise with other relevant parties to effectively meet the needs of learners.</p>
<p>5 Understand and demonstrate knowledge of the minimum core in own practice.</p>	<p>5.1 Apply minimum core specifications in literacy to improve own practice.</p> <p>5.2 Apply minimum core specifications in language to improve own practice.</p> <p>5.3 Apply minimum core specifications in mathematics to improve own practice.</p> <p>5.4 Apply minimum core specifications in ICT user skills to improve own practice.</p>
<p>6 Understand how reflection, evaluation and feedback can be used to develop own practice</p>	<p>6.1 Use regular reflection and feedback from others, including learners, to evaluate and improve own practice.</p>

**Values and commitments included in this unit:**

AS 1; AS 3; AS 4;  
BS 1; BS 2; BS 3; BS 4; BS 5;  
CS 1; CS 2; CS 3;  
DS 1; DS 2;  
ES 1;  
FS 1; FS 4;

**Standards included in this unit:**

AK 1.1; AP 1.1; AK 3.1; AP 3.1; AK 4.2; AP 4.2;  
BK 1.1; BP 1.1; BK 1.2; BP 1.2; BK 2.1; BP 2.1; BK 2.2; BP 2.2; BK 2.3; BP 2.3; BK 2.4;  
BP 2.4; BK 2.5; BP 2.5; BK 2.6; BP 2.6; BK 3.1; BP 3.1; BK 3.2; BP 3.2; BK 3.3; BP 3.3;  
BK 3.4; BP 3.4; BK 3.5; BP 3.5; BK 4.1; BP 4.1; BK 5.1; BP 5.1; BK 5.2; BP 5.2;  
CK 1.1; CP 1.1; CK 2.1; CP 2.1; CK 3.1; CP 3.1; CK 3.2; CP 3.2; CK 3.3; CP 3.3;  
CK 3.4; CP 3.4; CK3.5; CP 3.5;  
DK 1.1; DP 1.1; DK 1.2; DP 1.2; DK 1.3; DP 1.3; DK 2.1; DK 2.2; DP 2.1; DP 2.2;  
EK 1.1; EP 1.1  
FK 1.1; FP 1.1; FK 1.2; FP 1.2; FK 4.2; FP 4.2

**UNIT TITLE:** Principles and practice of assessment

**LEVEL:** Three

**CREDIT VALUE:** 3

**UNIT CODE:**

This unit has 6 learning outcomes.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1. Understand key concepts and principles of assessment.	1.1 Identify and define the key concepts and principles of assessment.
2. Understand and use different types of assessment.	2.1 Explain and demonstrate how different types of assessment can be used effectively to meet the individual needs of learners.
3. Understand the strengths and limitations of a range of assessment methods, including, as appropriate, those which exploit new and emerging technologies.	3.1 Identify the strengths and limitations of a range of assessment methods with reference to the needs of particular learners and key concepts and principles of assessment. 3.2 Use a range of assessment methods appropriately to ensure that learners produce assessment evidence that is valid, reliable, sufficient, authentic and current. 3.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of their learning.
4. Understand the role of feedback and questioning in the assessment of learning.	4.1 Explain how feedback and questioning contributes to the assessment process. 4.2 Use feedback and questioning effectively in the assessment of learning.
5. Understand how to monitor, assess, record and report learner progress and achievement to meet the requirements of the learning programme and the organisation.	5.1 Specify the assessment requirements and related procedures of a particular learning programme. 5.2 Conduct and record assessments which meet the requirements of the learning programme and the organisation including, where appropriate, the requirements of external bodies. 5.3 Communicate relevant assessment information to those with a legitimate interest in

	learner achievement.
6. Understand how to evaluate the effectiveness of own practice.	6.1 Reflect on the effectiveness of own practice taking account of the views of learners.

<p><b>Values and commitments included in this unit:</b></p> <p>AS 3; AS 4; AS 5; AS 7;          BS 2;          ES 1; ES 2; ES 3; ES 4; ES 5;          FS 1; FS 2; FS 4;</p>
<p><b>Standards included in this unit:</b></p> <p>AK 3.1; AP 3.1; AK 4.2; AP 4.2; AK 5.1; AP 5.1; AK 5.2; AP 5.2; AK 7.1; AP 7.1;          BK 2.6; BP 2.6;          EK 1.1; EP 1.1; EK 1.2; EP 1.2; EK 1.3; EK 2.1; EP 2.1; EK 2.2; EP 2.2; EK 3.1; EP 3.1;          EK 3.2; EP 3.2; EK 4.1; EP 4.1; EK 5.1; EP 5.1; EK 5.2; EP 5.2; EK 5.3; EP 5.3;          FK 1.1; FP 1.1; FK 1.2; FP 1.2; FK 2.1; FP 2.1; FK 4.1; FP 4.1; FK 4.2; FP 4.2</p>



**Certificate units level four**

**UNIT TITLE:** Preparing to teach in the lifelong learning sector

**LEVEL:** Four

**CREDIT VALUE:** 6

**UNIT CODE:**

This unit has 5 learning outcomes.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1. Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Review own role and responsibilities, and boundaries of own role as a teacher. (*) 1.2 Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context. 1.3 Review other points of referral available to meet the potential needs of learners. 1.4 Discuss issues of equality and diversity, and ways to promote inclusion. 1.5 Justify the need for record keeping.
2. Understand appropriate teaching and learning approaches in the specialist area.	2.1 Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area. 2.2 Evaluate a range of ways to embed elements of functional skills in the specialist area. 2.3 Evaluate the teaching and learning approaches for a specific session.
3. Demonstrate session planning skills.	3.1 Plan a teaching and learning session which meets the needs of individual learners. 3.2 Evaluate how the planned session meets the needs of individual learners 3.3 Analyse the effectiveness of the resources for a specific session.
4. Understand how to deliver inclusive sessions which motivate learners.	4.1 Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. 4.2 Use a range of appropriate and effective teaching and learning approaches to engage

	<p>and motivate learners.</p> <p>4.3 Explain different methods of giving feedback</p> <p>4.4 Demonstrate good practice in giving feedback.</p> <p>4.5 Communicate appropriately and effectively with learners.</p> <p>4.6 Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate</p>
5. Understand the use of different assessment methods and the need for record keeping.	<p>5.1 Review a range of different assessment methods.</p> <p>5.2 Evaluate the use of assessment methods in different contexts, including reference to initial assessment.</p> <p>5.3 Justify the need for record keeping in relation to assessment.</p>

**Note:** Assessment Criterion 1.1 represents coverage of the 6 domains which make up the overarching professional standards, i.e. roles and responsibilities across the 6 domains.

<p><b>Values and commitments included in this unit:</b></p> <p>AS 3; AS 6; AS 7;          BS 1; BS 2; BS 3;          CS 3;          DS 1; DS 3;          ES 1; ES 4; ES 5;          FS 1;</p>
<p><b>Standards included in this unit:</b></p> <p>AK 3.1; AK 6.1; AP 6.1; AK7.1; AK 7.2;          BK 1.2; BP 1.2; BK 2.2; BP 2.2; BK 2.6; BP 2.6; BK 3.1; BP 3.1; BK 3.2; BP 3.2; BK 5.2;          BP 5.2;          CK 3.1; CP 3.1; CK 3.3;          DK 1.2; DP 1.2; DK 3.1; DP 3.1;          EK 1.1; EP 1.1; EK 1.2; EP 1.2; EK 4.1; EP 4.1; EK 5.1; EP 5.1; EK 5.2; EP 5.2          FK 1.1; FP 1.1</p>

**UNIT TITLE:** Planning and enabling learning

**LEVEL:** Four

**CREDIT VALUE:** 9

**UNIT CODE:**

This unit has 5 learning outcomes.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1 Understand ways to negotiate appropriate individual goals with learners	1.1 Analyse the role of initial assessment in the learning and teaching process. 1.2 Describe and evaluate different methods of initial assessment for use with learners. 1.3 Evaluate ways of planning, negotiating and recording appropriate learning goals with learners.
2 Understand how to plan for inclusive learning	2.1 Establish and maintain an inclusive learning environment. 2.2 Devise and justify a scheme of work which meets learners' needs and curriculum requirements. 2.3 Devise and justify session plans which meet the aims and needs of individual learners and/or groups. 2.4 Analyse ways in which session plans can be adapted to the individual needs of learners. 2.5 Plan the appropriate use of a variety of delivery methods, justifying the choice. 2.6 Identify and evaluate opportunities for learners to provide feedback to inform practice.

<p>3 Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements.</p>	<p>3.1 Select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met.</p> <p>3.2 Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning.</p> <p>3.3 Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement</p> <p>3.4 Select / adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching.</p>
<p>4 Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation.</p>	<p>4.1 Use and evaluate different communication methods and skills to meet the needs of learners and the organisation.</p> <p>4.2 Evaluate own communication skills, identifying ways in which these could be improved including an analysis of how barriers to effective communication might be overcome.</p> <p>4.3 Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners.</p>
<p>5 Understand and demonstrate knowledge of the minimum core in own practice.</p>	<p>5.1 Apply minimum core specifications in literacy to improve own practice.</p> <p>5.2 Apply minimum core specifications in language to improve own practice.</p> <p>5.3 Apply minimum core specifications in mathematics to improve own practice.</p> <p>5.4 Apply minimum core specifications in ICT user skills to improve own practice.</p>
<p>5 Understand how reflection, evaluation and feedback can be used to develop own good practice</p>	<p>5.1 Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate.</p>

**Values and commitments included in this unit:**

AS 1; AS 3; AS 4;  
BS 1; BS 2; BS 3; BS 4; BS 5;  
CS 1; CS 2; CS 3;  
DS 1; DS 2;  
ES 1;  
FS 1; FS 4;

**Standards included in this unit:**

AK 1.1; AP 1.1; AK 3.1; AP 3.1; AK 4.2; AP 4.2;  
BK 1.1; BP 1.1; BK 1.2; BP 1.2; BK 2.1; BP 2.1; BK 2.2; BP 2.2; BK 2.3; BP 2.3; BK 2.4;  
BP 2.4; BK 2.5; BP 2.5; BK 2.6; BP 2.6; BK 3.1; BP 3.1; BK 3.2; BP 3.2; BK 3.3; BP 3.3;  
BK 3.4; BP 3.4; BK 3.5; BP 3.5; BK 4.1; BP 4.1; BK 5.1; BP 5.1; BK 5.2; BP 5.2;  
CK 1.1; CP 1.1; CK 2.1; CP 2.1; CK 3.1; CP 3.1; CK 3.2; CP 3.2; CK 3.3; CP 3.3;  
CK 3.4; CP 3.4; CK3.5; CP 3.5;  
DK 1.1; DP 1.1; DK 1.2; DP 1.2; DK 1.3; DP 1.3; DK 2.1; DK 2.2; DP 2.1; DP 2.2;  
EK 1.1; EP 1.1  
FK 1.1; FP 1.1; FK 1.2; FP 1.2; FK 4.2; FP 4.2

**UNIT TITLE:** Principles and practice of assessment

**LEVEL:** Four

**CREDIT VALUE:** 3

**UNIT CODE:**

This unit has 6 learning outcomes.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1. Understand key concepts and principles of assessment.	1.1 Summarise the key concepts and principles of assessment.
2. Understand and use different types of assessment.	2.1 Discuss and demonstrate how different types of assessment can be used effectively to meet the individual needs of learners.
3. Understand the strengths and limitations of a range of assessment methods, including, as appropriate, those which exploit new and emerging technologies.	3.1 Evaluate a range of assessment methods with reference to the needs of particular learners and key concepts and principles of assessment. 3.2 Use a range of assessment methods appropriately to ensure that learners produce assessment evidence that is valid, reliable, sufficient, authentic and current. 3.3 Justify the use of peer and self-assessment to promote learner involvement and personal responsibility in the assessment of their learning.
4. Understand the role of feedback and questioning in the assessment of learning.	4.1 Analyse how feedback and questioning contributes to the assessment process 4.2 Use feedback and questioning effectively in the assessment of learning.
5. Understand how to monitor, assess, record and report learner progress and achievement to meet the requirements of the learning programme and the organisation.	5.1 Review the assessment requirements and related procedures of a particular learning programme. 5.2 Conduct and record assessments which meet the requirements of the learning programme and the organisation including, where appropriate, the requirements of external bodies. 5.3 Communicate relevant assessment information to those with a legitimate interest in learner achievement.

6. Understand how to evaluate the effectiveness of own practice.	6.1 Evaluate the effectiveness of own practice taking account of the views of learners.
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<p><b>Values and commitments included in this unit:</b></p> <p>AS 3; AS 4; AS 5; AS 7;          BS 2;          ES 1; ES 2; ES 3; ES 4; ES 5;          FS 1; FS 2; FS 4;</p>
<p><b>Standards included in this unit:</b></p> <p>AK 3.1; AP 3.1; AK 4.2; AP 4.2; AK 5.1; AP 5.1; AK 5.2; AP 5.2; AK 7.1; AP 7.1;          BK 2.6; BP 2.6;          EK 1.1; EP 1.1; EK 1.2; EP 1.2; EK 1.3; EK 2.1; EP 2.1; EK 2.2; EP 2.2; EK 3.1; EP 3.1;          EK 3.2; EP 3.2; EK 4.1; EP 4.1; EK 5.1; EP 5.1; EK 5.2; EP 5.2; EK 5.3; EP 5.3;          FK 1.1; FP 1.1; FK 1.2; FP 1.2; FK 2.1; FP 2.2; FK 4.1; FP 4.1; FK 4.2; FP 4.2</p>



## Diploma units level four

**UNIT TITLE:** Preparing to teach in the lifelong learning sector

**LEVEL:** Four

**CREDIT VALUE:** 6

**UNIT CODE:**

This unit has 5 learning outcomes.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1. Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Review own role and responsibilities, and boundaries of own role as a teacher. (*) 1.2 Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context. 1.3 Review other points of referral available to meet the potential needs of learners. 1.4 Discuss issues of equality and diversity, and ways to promote inclusion. 1.5 Justify the need for record keeping.
2. Understand appropriate teaching and learning approaches in the specialist area.	2.1 Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area. 2.2 Evaluate a range of ways to embed elements of functional skills in the specialist area. 2.3 Evaluate the teaching and learning approaches for a specific session.
3. Demonstrate session planning skills.	3.1 Plan a teaching and learning session which meets the needs of individual learners. 3.2 Evaluate how the planned session meets the needs of individual learners 3.3 Analyse the effectiveness of the resources for a specific session.
4. Understand how to deliver inclusive sessions which motivate learners.	4.1 Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. 4.2 Use a range of appropriate and effective teaching and learning approaches to engage

	<p>and motivate learners.</p> <p>4.3 Explain different methods of giving feedback</p> <p>4.4 Demonstrate good practice in giving feedback.</p> <p>4.5 Communicate appropriately and effectively with learners.</p> <p>4.6 Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate</p>
5. Understand the use of different assessment methods and the need for record keeping.	<p>5.1 Review a range of different assessment methods.</p> <p>5.2 Evaluate the use of assessment methods in different contexts, including reference to initial assessment.</p> <p>5.3 Justify the need for record keeping in relation to assessment.</p>

**Note:** Assessment Criterion 1.1 represents coverage of the 6 domains which make up the overarching professional standards, i.e. roles and responsibilities across the 6 domains.

<p><b>Values and commitments included in this unit:</b></p> <p>AS 3; AS 6; AS 7;          BS 1; BS 2; BS 3; BS 5;          CS 3;          DS 1; DS 3;          ES 1; ES 4; ES 5;</p>
<p><b>Standards included in this unit:</b></p> <p>AK 3.1; AK 6.1; AP 6.1; AK7.1; AK 7.2;          BK 1.2; BP 1.2; BK 2.2; BP 2.2; BK 2.6; BP 2.6; BK 3.1; BP 3.1; BK 3.2; BP 3.2; BK 5.2;          BP 5.2          CK 3.1; CP 3.1; CK 3.3;          DK 1.2; DP 1.2; DK 3.1; DP 3.1;          EK 1.1; EP 1.1; EK 1.2; EP 1.2; EK 4.1; EP 4.1; EK 5.1; EP 5.1; EK 5.2; EP 5.2          FK 1.1; FP 1.1</p>

**UNIT TITLE:** Planning and enabling learning

**LEVEL:** Four

**CREDIT VALUE:** 9

**UNIT CODE:**

This unit has 5 learning outcomes.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1 Understand ways to negotiate appropriate individual goals with learners	1.1 Analyse the role of initial assessment in the learning and teaching process. 1.2 Describe and evaluate different methods of initial assessment for use with learners. 1.3 Evaluate ways of planning, negotiating and recording appropriate learning goals with learners.
2 Understand how to plan for inclusive learning	2.1 Establish and maintain an inclusive learning environment. 2.2 Devise and justify a scheme of work which meets learners' needs and curriculum requirements. 2.3 Devise and justify session plans which meet the aims and needs of individual learners and/or groups. 2.4 Analyse ways in which session plans can be adapted to the individual needs of learners. 2.5 Plan the appropriate use of a variety of delivery methods, justifying the choice. 2.6 Identify and evaluate opportunities for learners to provide feedback to inform practice.

<p>3 Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements.</p>	<p>3.1 Select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met.</p> <p>3.2 Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning.</p> <p>3.3 Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement.</p> <p>3.4 Select / adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching.</p>
<p>4 Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation.</p>	<p>4.1 Use and evaluate different communication methods and skills to meet the needs of learners and the organisation.</p> <p>4.2 Evaluate own communication skills, identifying ways in which these could be improved including an analysis of how barriers to effective communication might be overcome.</p> <p>4.3 Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners.</p>
<p>5 Understand and demonstrate knowledge of the minimum core in own practice.</p>	<p>5.1 Apply minimum core specifications in literacy to improve own practice.</p> <p>5.2 Apply minimum core specifications in language to improve own practice.</p> <p>5.3 Apply minimum core specifications in mathematics to improve own practice.</p> <p>5.4 Apply minimum core specifications in ICT user skills to improve own practice.</p>
<p>5 Understand how reflection, evaluation and feedback can be used to develop own good practice</p>	<p>5.1 Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate.</p>

**Values and commitments included in this unit:**

AS 1; AS 3; AS 4;  
BS 1; BS 2; BS 3; BS 4; BS 5;  
CS 1; CS 2; CS 3;  
DS 1; DS 2;  
ES 1;  
FS 1; FS 4;

**Standards included in this unit:**

AK 1.1; AP 1.1; AK 3.1; AP 3.1; AK 4.2; AP 4.2;  
BK 1.1; BP 1.1; BK 1.2; BP 1.2; BK 2.1; BP 2.1; BK 2.2; BP 2.2; BK 2.3; BP 2.3; BK 2.4;  
BP 2.4; BK 2.5; BP 2.5; BK 2.6; BP 2.6; BK 3.1; BP 3.1; BK 3.2; BP 3.2; BK 3.3; BP 3.3;  
BK 3.4; BP 3.4; BK 3.5; BP 3.5; BK 4.1; BP 4.1; BK 5.1; BP 5.1; BK 5.2; BP 5.2;  
CK 1.1; CP 1.1; CK 2.1; CP 2.1; CK 3.1; CP 3.1; CK 3.2; CP 3.2; CK 3.3; CP 3.3;  
CK 3.4; CP 3.4; CK3.5; CP 3.5;  
DK 1.1; DP 1.1; DK 1.2; DP 1.2; DK 1.3; DP 1.3; DK 2.1; DK 2.2; DP 2.1; DP 2.2;  
EK 1.1; EP 1.1  
FK 1.1; FP 1.1; FK 1.2; FP 1.2; FK 4.2; FP 4.2

**UNIT TITLE:** Enabling learning and assessment

**LEVEL:** Four

**CREDIT VALUE:** 15

**UNIT CODE:**

This unit has 5 learning outcomes.

<b>Learning Outcomes</b> The learner can:	<b>Assessment Criteria</b> The learner will:
1. Understand theories, principles and applications of formal and informal assessment and their roles in learning and evaluation.	1.1 Analyse the application of theories and principles of assessment in relation to practice in own specialist area. 1.2 Analyse the role of assessment in evaluation and quality processes.
2. Understand the significance of equality and diversity issues for the assessment of learning.	2.1 Critically discuss the implications of equality and diversity issues in assessment for teachers and learners.
3. Understand and demonstrate how to plan/design and conduct formal and informal assessment to enable learning and progression	3.1 Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate. 3.2 Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area. 3.3 Establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success. 3.4 Record, and report on learner progress and achievement, using organisational and/or awarding institution protocols and procedures as required.
4. Understand and demonstrate how to give effective feedback to promote learner progress and achievement	4.1 Justify and use appropriate skills and approaches in giving verbal and written feedback to learners. 4.2 Justify and use appropriate skills and approaches to negotiate targets and strategies for improvement and success for learners.

<p>5. Understand and demonstrate knowledge of the minimum core in own practice.</p>	<p>5.1 Apply minimum core specifications in literacy to improve own practice.            5.2 Apply minimum core specifications in language to improve own practice.            5.3 Apply minimum core specifications in mathematics to improve own practice.            5.4 Apply minimum core specifications in ICT user skills to improve own practice.</p>
<p>6. Understand how to evaluate and improve own assessment practice</p>	<p>6.1 Evaluate and improve the design and effectiveness of formal and informal assessment procedures, methods and instruments, using feedback from learners and appropriate others and referring to relevant theories of learning.            6.2 Evaluate own approaches, strengths and development needs in relation to assessment.            6.3 Plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment.</p>

<p><b>Values and commitments included in this unit:</b>            AS 3; AS 4; AS 5; AS 6; AS 7;            BS 1; BS 2; BS 3; BS 4; BS 5;            CS 1; CS 3;            DS 2;            ES 1; ES 2; ES 3; ES 4; ES 5;            FS 1; FS 2; FS 4;</p>
<p><b>Standards included in this unit:</b>            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 7.2; 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;</p>

**UNIT TITLE:** Theories and principles for planning and enabling learning

**LEVEL:** Four

**CREDIT VALUE:** 15

**UNIT CODE:**

This unit has 4 learning outcomes.

<b>Learning Outcomes</b> The learner can:	<b>Assessment Criteria</b> The learner will:
1. Understand the application of theories and principles of learning and communication to inclusive practice.	1.1 Identify factors affecting learning and explain the potential impact of these on learner achievement. 1.2 Explain ways in which theories and principles of learning and communication can be applied to promote inclusive practice.
2. Understand how to apply theories and principles of learning and communication in planning and enabling inclusive learning.	2.1 Justify the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning. 2.2 Apply up to date knowledge of own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements. 2.3 Use and justify a range of inclusive activities and resources, including new and emerging technologies, to promote and maintain an inclusive learning environment. 2.4 Use and justify a range of skills and methods to communicate effectively with learners and relevant others in the organisation.
3. Understand and demonstrate knowledge of the minimum core in own practice.	3.1 Apply minimum core specifications in literacy to improve own practice. 3.2 Apply minimum core specifications in language to improve own practice. 3.3 Apply minimum core specifications in mathematics to improve own practice. 3.4 Apply minimum core specifications in ICT user skills to improve own practice.

<p>4. Understand and demonstrate how to evaluate and improve own practice, with reference to theories and principles of learning and communication.</p>	<p>4.1 Evaluate own strengths and development needs in relation to the application of theories and principles of learning and communication</p> <p>4.2 Identify ways to adapt and improve own practice with reference to theories and principles of learning and communication drawing on feedback from learners</p> <p>4.3 Plan and take up opportunities to develop and improve own performance in integrating theory into practice.</p>
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**Values and commitments included in this unit:**

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 included in this unit:**

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;

**UNIT TITLE:** Continuing personal and professional development

**LEVEL:** Five

**CREDIT VALUE:** 15

**UNIT CODE:**

This unit has 4 learning outcomes.

<b>Learning Outcomes</b> The learner can:	<b>Assessment Criteria</b> The learner will:
1. Understand the role of the teacher in the lifelong learning sector.	1.1 Analyse and compare different teaching roles and contexts in the lifelong learning sector. 1.2 Evaluate own role and responsibilities with reference to area of specialism and as part of a team. 1.3 Analyse the impact of own beliefs, assumptions and behaviours on learners and others. 1.4 Analyse the impact of own professional, personal, interpersonal skills, including literacy, numeracy and ICT skills, on learners and others.
2. Understand theories and principles of reflective practice, and models of continuing personal and professional development	2.1 Analyse and compare relevant theories, principles and models of reflective practice. 2.2 Explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner.
3. Understand own need for continuous personal and professional self development.	3.1 Evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs. 3.2 Use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills. 3.3 Plan appropriate opportunities to address own identified learning needs.

<p>4. Understand and demonstrate ways in which engagement in CPPD activities has improved own practice.</p>	<p>4.1 Identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area.</p> <p>4.2 Evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs.</p>
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<p><b>Values and commitments included in this unit:</b></p> <p>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</p>
<p><b>Standards included in this unit:</b></p> <p>AK1.1; AP1.1, AK2.1; 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;</p> <p>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;</p> <p>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; CK4.1; CP4.1; CK4.2; CP4.2;</p> <p>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;</p> <p>EK1.1; EP1.1; EK1.2; EP1.2; EK1.3; EP1.3; EK2.1; EP2.1; EK2.2; 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;</p> <p>FK1.1; FP1.1; FK1.2; FP1.2; FK2.1; FP2.1; FK3.1; FP3.1; FK4.1; FP4.1; FK4.2; FP4.2;</p>



**UNIT TITLE:** Curriculum development for inclusive practice

**LEVEL:** Five

**CREDIT VALUE:** 15

**UNIT CODE:**

This unit has 5 learning outcomes.

<b>Learning Outcomes</b> The learner can:	<b>Assessment Criteria</b> The learner will:
1. Understand the range of contexts in which education and training are offered in the lifelong learning sector	1.1 Analyse ways in which the curriculum offer might differ according to the educational/ training context. 1.2 Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice.
2. Understand theories, principles and models of curriculum design and implementation and their impact on teaching and learning	2.1 Analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups. 2.2 Analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners.
3. Understand the significance of equality and diversity for curriculum design, and take opportunities to promote equality within practice.	3.1 Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design. 3.2 Analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area 3.3 Explain ways to challenge discriminatory behaviours where they occur in the learning environment.

<p>4. Understand and demonstrate how to apply theories, principles and models to curriculum development and practice.</p>	<p>4.1 Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study. 4.2 Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented.</p>
<p>5. Understand how to evaluate and improve own practice in inclusive curriculum design and development</p>	<p>5.1 Analyse how theories, principles and models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist area. 5.2 Evaluate own approaches, strengths and development needs, in relation to inclusive curriculum design and development. 5.3 Plan and take up opportunities to develop and improve own learning and practice in curriculum design and development.</p>

**Values and commitments included in this unit:**

AS1, AS2, AS3, AS4, AS5, AS6, AS7, BS1, BS2, BS3, BS4, CS1, CS3, CS4, DS1, FS1, FS3, FS4

**Standards included in this unit:**

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 TITLE:** Wider professional practice

**LEVEL:** Five

**CREDIT VALUE:** 15

**UNIT CODE:**

This unit has 5 learning outcomes.

<b>Learning Outcomes</b> The learner can:	<b>Assessment Criteria</b> The learner will:
1. Understand the concept of professionalism and core professional values for teachers in the lifelong learning sector	1.1 Discuss key aspects of professionalism in the context of the lifelong learning sector. 1.2 Explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice. 1.3 Discuss the contribution of learning to personal development, economic growth and community regeneration 1.4 Analyse the impact of own professional values and judgements on teaching and learning.
2. Understand key issues in relation to professional conduct and accountability in the lifelong learning sector	2.1 Discuss the implications and impact of government policies on teaching and learning in the lifelong learning sector. 2.2 Discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the lifelong learning sector. 2.3 Interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism. 2.4 Analyse own responsibilities in relation to the above
3. Understand and apply principles of evaluation, quality assurance and quality improvement	3.1 Review and compare a range of principles and approaches to evaluation. 3.1 Explain differences and the relationship between evaluation and assessment. 3.2 Analyse the role of evaluation within

	quality assurance to inform and promote quality improvement.
4. Understand and demonstrate how to contribute to QA and QI systems and procedures.	4.1 Work with others to develop and improve the effectiveness of evaluation processes. 4.2 Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s).
5. Understand how to evaluate and improve own wider professional practice.	5.1 Evaluate own approaches, strengths and development needs, in relation to professional practice. 5.2 Plan and take up opportunities to develop and improve own wider professional practice.

**Values and commitments included in this unit:**

AS1, AS2, AS3, AS4, AS5, AS6, AS7, BS4, DS3, ES4, ES5

**Standards included in this unit:**

AK 1.1; AP 1.1; AK2.1; AP 2.1; AK 2.2; AP 2.2; 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; BP4.1; BK5.2; BP5.2;  
DK3.1; DP3.1; DK3.2; DP3.2;  
EK 1.1; EP1.1; EK4.2; EP4.2; EK5.1; EP 5.1; EK5.2; EK5.3;  
FK 2.1;