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

Qualification handbook



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1 About this document

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

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

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

This document includes details and guidance on:

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

2 About the qualification

2.1 Aim of the qualification

The *Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)* is for numeracy subject specialist teachers, and is aimed at candidates who:

- are deemed to be in a Full Teacher role **or**
- would like or require a full level 5 qualification allowing them to teach in the Lifelong Learning Sector as a subject specialist teacher **or**
- are seeking career progression within their area of work **and**
- have access to a minimum **150 teaching practice hours** (whether pre -service or in -service)
- teach on both a one-to-one and group basis for a variety of learners. Literacy, numeracy or ESOL teaching practice must be undertaken within at least two levels of the Skills for Life (SfL) curriculum (entry level, level 1, level 2).

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

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

Why deliver the partly integrated route?

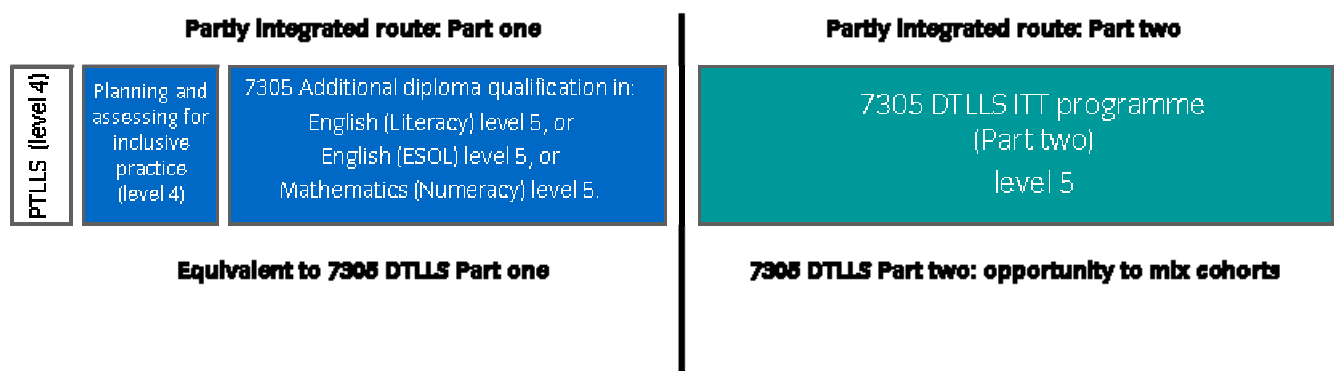
The partly integrated route has been developed as a flexible programme which facilitates access to English / Mathematics specialist qualifications for a range of learners. It enables time and cost-effective delivery for centres, with opportunities for integrated learning and delivery across teacher training qualifications towards QTLS status.

What is the partly integrated route?

The partly integrated route is a pathway within the *Level 5 Diploma for Teaching in the Lifelong Learning Sector* (DTLLS). It requires unqualified teachers to undertake a single qualification. In Part one there are designated pathways for literacy, numeracy and ESOL, which would be undertaken in a single subject cohort of trainee teachers. In Part two integrated learning is permitted alongside generic DTLLS cohorts. Integrated learning opportunities are also permitted for the *PTLLS* and *Planning and assessing for inclusive practice* modules in Part one. For full details of permitted integrated combinations, please refer to the LLUK Rules of Combination (www.lluk.org.uk).

Candidates undertaking the partly integrated route can gain a *Level 5 Diploma for Teaching in the Lifelong Learning Sector* (DTLLS). The subject specialism is reflected in an 'endorsed subtitle', eg (Mathematics Numeracy). As this is an integrated qualification, there is no requirement to gain an additional subject qualification upon completion of the diploma.

The delivery strategy is as outlined in the diagram below:



Key

ITT = Initial teacher training.

The qualification is suitable for those who work or want to work as specialist teachers in the Lifelong Learning Sector, ie further, adult and community education, work-based learning and the voluntary sector. Whilst the decision as to what constitutes appropriate entry qualifications/experience is at the discretion of the centre, it is a requirement that candidates hold a skill specific qualification at level 3 or the ability to demonstrate level 3 skills in a skill specific area.

About the level of this qualification

The *Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)* comprises three units at level 4 and the remainder at level 5. Upon successful completion of the relevant mandatory and optional units (at both level 4 and level 5 where indicated) candidates will be awarded a level 5 diploma. Centres must assess candidates at the correct level, taking into account the following level guidance:

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

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

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

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

Candidate assessments should be word processed. Where this is not possible, guidance should be sought from City & Guilds' policy document *Access to Assessment: candidates with particular requirements* available to download from www.cityandguilds.com.

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

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

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

The qualification provides progression from the *Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (7303)*. It is the appropriate qualification for people deemed to be in the full teaching role and who are undertaking a qualification allowing them to apply for QTLS status with a subject specialism.

The qualification is designed to enable candidates to:

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

2 About the qualification

2.2 The structure of the qualification and QCF credit values

This is a minimum 120 credit qualification, consisting of **seven mandatory modules** which aggregate eight units, plus optional unit(s) to a minimum value of 15 credits.

Each module in this handbook details the relevant units and unit assessment criteria to be covered.

The modules are indicated in the table below:

Part one

City & Guilds module number*	Module title	Mandatory / Optional
Module 1	Preparing to teach in the lifelong learning sector	Mandatory
Module 2	Planning and assessing for inclusive practice	Mandatory
Module 3	Approaches to mathematics learning and teaching	Mandatory
Module 4	Theories and frameworks for mathematics learning and teaching	Mandatory

Part two

City & Guilds module number*	Module title	Mandatory / Optional
Module 5	Continuing personal and professional development	Mandatory
Module 6	Curriculum development for inclusive practice	Mandatory
Module 7	Wider professional practice	Mandatory
From a selection	Optional unit from a selection (refer to <i>7305 DTLLS level 5 optional units handbook</i>)	Optional

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

The QCA reference number for the 7305 DTLLS (*Mathematics Numeracy*) partly integrated qualification is as follows:

QCA reference	Qualification title
500/2085/7	Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)

The PTLLS mandatory unit (at level 4, totalling six credits) may be carried forward from either the 7303 Award in Preparing to Teach in the Lifelong Learning Sector or 7304 Certificate in Teaching in the Lifelong Learning Sector. It can also be studied alongside or within the partly integrated Level 5 DTLLS (*Mathematics Numeracy*) through Module 1.

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

Candidates who have achieved the PTLLS unit at level 3 must demonstrate, on initial assessment (see section 5.1), that they have the necessary analytical and study skills to work at level 4. Evidence of level 4 suitability must be formally recorded by the centre. Centres may wish to use a bridging assignment or professional discussion for this purpose.

This qualification follows a core and options model. For the option(s), the unit(s) may:

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

Qualifications and Credit Framework (QCF)

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

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

QCF credit value

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

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

2 About the qualification

2.3 Assessment of the qualification

Assessment

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

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

Assessment strategy

For the *Preparing to teach in the Lifelong Learning Sector* unit (embedded in Module 1), *Planning and assessing for inclusive practice* unit (embedded in Module 2), and *Literacy, ESOL and the learners* unit (embedded in Module 3), assessments are staged at level 4. The remaining units in each module are staged at level 5. The units covered by each module are identified in the assessment grids at the end of each module.

Assessment and unit content for the optional unit(s) in Part two of this qualification are provided in the *Level 5 Diploma in Teaching in the Lifelong Learning Sector Level 5 Optional Units Handbook*, available to download from www.cityandguilds.com/qtls.

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

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

For guidance on the mapping of the units to the modules, please see the assessment grids provided at the end of each module. Candidates may **not** bring forward *PTLLS* credits at level 3.

Candidates who have achieved the *PTLLS* unit at level 3 must demonstrate, on initial assessment (see section 5.1), that they have the necessary analytical and study skills to work at level 4. Evidence of level 4 suitability must be formally recorded by the centre. Centres may wish to use a bridging assignment or professional discussion for this purpose.

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

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

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

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

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

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

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

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

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

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

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

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

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

Observation

Candidates must be observed for at least **ten hours** over a **minimum of ten occasions**. In Part one there must be at least six observations totalling a minimum of six hours over at least six occasions. All six observations must be in an appropriate subject specific context, and conducted by an appropriate subject specialist observer. These observations must cover Skills for Life (SfL) specialist teaching and learning. For Part two, a minimum of four observations over a minimum of four occasions must be conducted. There is no requirement for these to be in a literacy, numeracy or ESOL context. Mentors are encouraged to observe candidates, in addition to the required tutor observations.

Teaching observation excludes observed practice completed as part of the 7303 PTLIS qualification or PTLIS module at level 3 or level 4, or mentor observations.

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

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

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

2 About the qualification

2.4 Appeals against assessment

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

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

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

3 Candidate entry requirements

Candidate entry requirements

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

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

Potential trainees must be able to:

- demonstrate the ability to use the functional processes of mathematics whilst engaging with contexts that require extended mathematical problem solving to be resolved
- think in extended logic chains involving multiple steps. This should occur both within processing and analysis elements and holistically across all elements of the functional process
- demonstrate good understanding when working in familiar situations; this will enable demonstration of secure processing skills (the ability to use and apply mathematics in a
- context) is often governed, amongst other things by the degree of familiarity
- demonstrate development of understanding by investigation in unfamiliar situations; this will support demonstration of mathematical transferability and development of mathematical conceptualisation.

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

It is good practice to embed Skills for Life personal skills: literacy, numeracy, language and ICT within the programme delivery. Centres must provide candidates with access to support in these areas where necessary. **The minimum core of language, literacy, maths and ICT must be embedded within Module 2.**

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

Accreditation of prior learning and experience

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

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

Achievement of the *PTLLS* unit (6 credits) at level 4 is a **mandatory** requirement of the *Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)*.

Candidates may work towards achieving the *PTLLS* unit through Module 1 in the *7305 Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)*. They can also gain recognition of prior achievement against those units if they have previously achieved the *7303 PTLLS Award*, or the *PTLLS* unit through the *7304 CTLLS* qualification.

Candidates who have achieved the *PTLLS* unit at level 3 must demonstrate, on initial assessment (see section 5.1), that they have the necessary analytical and study skills to work at level 4. Evidence of level 4 suitability must be formally recorded by the centre. Centres may wish to use a bridging assignment or professional discussion for this purpose.

For further guidance on APL/ APEL, please refer to the City & Guilds handbook, *Ensuring quality*, available to download from **www.cityandguilds.com**.

4 Centre requirements

4.1 Centre, qualification and fast-track approval

Centres not yet approved by City & Guilds

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

Centres must meet a set of quality criteria including:

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

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

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

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

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

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

Existing City & Guilds centres

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

Fast-track approval

Fast-track approval is not available for this qualification.

4 Centre requirements

4.2 Registration and certification

Administration

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

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

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

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

Registration

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

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

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

Certification

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

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

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

Awarding Certificate(s) of Unit Credit (CUC)

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

Where one unit of assessment is spread across more than one module (see module assessment grids), candidates cannot claim for a CUC until **all** modules and assessments covering the assessment criteria for that unit have been successfully completed. For example, for the *Numeracy learning and teaching* unit, which maps across Module 3 and Module 4, candidates will not be able to claim for a CUC until they have achieved both modules.

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

City & Guilds module number*	Module title	CUC that can be claimed	Unit value for CUC on Qualifications and Credit Framework (QCF)	Mandatory/ optional unit
Module 1	Preparing to teach in the Lifelong Learning Sector	Preparing to teach in the Lifelong Learning Sector (Level 4)	6 credits	Mandatory
Module 2	Planning and assessing for inclusive practice	Planning and assessing for inclusive practice (Level 4)	9 credits	Mandatory
Module 3	Approaches to mathematics learning and teaching	Numeracy and the learners (Level 4)	15 credits	Mandatory
Module 4	Theories and frameworks for mathematics learning and teaching	Developing numeracy knowledge and understanding (Level 5)	15 credits	Mandatory
On completion of Module 3 and Module 4		Numeracy learning and teaching) (Level 5)	15 credits	Mandatory
Module 5	Continuing personal and professional development	Continuing personal and professional development (Level 5)	15 credits	Mandatory

City & Guilds module number*	Module title	CUC that can be claimed	Unit value for CUC on Qualifications and Credit Framework (QCF)	Mandatory/ optional unit
Module 6	Curriculum development for inclusive practice	Curriculum development for inclusive practice (Level 5)	15 credits	Mandatory
Module 7	Wider professional practice	Wider professional practice (Level 5)	15 credits	Mandatory
From a selection	Optional unit from a selection (refer to 7305 DTLLS level 5 optional unit handbook)		15 credits	Optional

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

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

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

Summary of registration and certification procedures

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

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

Retaining assessment records

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

Centres must ensure that the module declaration record is completed for each module achieved (Appendix 5).

Certificate of unit credit (CUC)

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

Full certificates

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

4 Centre requirements

4.3 Quality assurance

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

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

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

Internal quality assurance

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

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

Staffing for the DTLLS (Mathematics Numeracy)

It is possible for members of the *Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)* delivery team, including teaching practice observers, to hold differing levels of qualification(s) and experience (minimum level 4 in teaching). However, the team leader and primary tutors must be able to exhibit the attributes equivalent to QTLS status, for example *7407 Certificate in Further Education Teaching stage 3*, *Level 4 NVQ in Training and Development*, *Level 4 NVQ Learning and Development*, *7305 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector* (120 credits), or the generic *7305 Diploma in Teaching in the Lifelong Learning Sector* (120 credits) combined with the *7305 Level 5 Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector* (45 credits), or *Certificate in Education (Cert Ed)*, or *Post-graduate Certificate in Education (PGCE)*.

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

Staff joining the delivery team who do not have the required experience and qualifications must follow an appropriate induction programme, work shadow a qualified/experienced member of the team, and have their assessment decisions sampled by an experienced member of the team until they have achieved the required qualifications and experience. Records must be maintained for external verification purposes.

There should be a balance of staff who fulfil the qualification/experience requirements to ensure a robust assessment and quality assurance system.

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

Subject specific support/mentoring for partly integrated DTLLS (*Mathematics Numeracy*)

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

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

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

Mentors should be trained in appropriate mentoring skills and be familiar with the requirements of *7305 DTLLS* and/or *7305 DTLLS Mathematics (Numeracy) / 7305 Partly Integrated DTLLS (Mathematics Numeracy)*.

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

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

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

External quality assurance

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

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

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

The key quality assurance roles summarised

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

Centre Co-ordinators

The role of the centre co-ordinator is to:

- liaise with City & Guilds
- liaise with their Human Resources (HR) facility or equivalent
- identify to the candidate their tutor and internal verifier at the beginning of their programme
- identify within the programme delivery team the role of the tutor and IV

- ensure there are adequate resources; staff and materials. All staff should be inducted and maintain records of their continuing professional development (CPD)
- maintain evidence of CPD of her/himself and the programme team
- maintain the quality assurance processes
- ensure candidates are registered with the Institute for Learning (IfL)
- ensure that each candidate undergoes an initial assessment and induction (records to be maintained), leading to an agreed action plan/Individual Learning Plan (ILP)
- establish and monitor candidate support systems
- ensure that all staff carrying out assessment(s) are familiar with and understand the assessment requirements
- ensure that assessments and candidate evidence are clearly organised and accessible to the internal and external verifier (EV)
- ensure that all City & Guilds documentation is completed when required
- where several members of staff are involved in the delivery of the qualification, ensure that the requirements and standards are interpreted consistently
- maintain records of standardisation activities
- ensure that an appropriate referral policy is in place
- maintain a list of teaching practice locations.

Tutors

The role of the tutor is to:

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

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

The role of the teaching practice observer is to:

- have experience of delivery and be a subject specialist in the relevant skill area at level 4 or above (must be subject specialist observer for observations of literacy, numeracy or ESOL teaching practice observations in Part one)
- ensure that they are familiar with the requirements of the qualification
- observe the candidate's teaching practice delivery - total of ten hours over a minimum of ten occasions (see section 2.3)
- give candidates detailed feedback on their delivery, incorporating use of the Observation Report (Appendix 1, Form 6, plus Forms 8 and 12 for *PTLLS*), and *Observation of assessment activity form* (Appendix 1, Form 10)
- make and maintain accurate records of teaching practice observations
- ensure that records are made available for quality assurance purposes.

Mentors

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

Internal Verifiers

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

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

External Verifiers

The role of the external verifier (EV) is to ensure that:

- initial assessment records are sampled
- additional evidence of level 4 skills and knowledge is sampled for candidates who have achieved *PTLLS* at level 3
- centres are following the assessment specifications published by City & Guilds
- centres interpret unit requirements consistently
- centre documentation meets the requirements of City & Guilds
- centres carry out internal verification of candidate work
- the programme delivery is observed

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

Equal opportunities

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

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

5 Course design and delivery

5.1 Initial assessment and induction

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

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

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

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

Candidates who have achieved the *PTLLS* unit at level 3 must demonstrate, on initial assessment, that they have the necessary analytical and study skills to work at level 4. Evidence of level 4 suitability must be formally recorded by the centre. Centres may wish to use a bridging assignment or professional discussion for this purpose.

Centres must provide basic skills support to candidates where necessary and maintain records. Any basic skills needs should be established by initial assessment. Centres should then decide on an appropriate course of action which may include informal support or requiring the candidate to undertake a formal course, for example Key Skills or Functional Skills.

It is good practice to incorporate the minimum core of language, literacy, maths and ICT throughout the delivery and assessment of this qualification. However, the minimum core **must** be covered in the level 4 unit, *Planning and assessing for inclusive practice*, of the partly-integrated subject specialist qualifications (Module 2). Regular review and target setting should provide opportunities to address the requirements of the minimum core. A flexible and fit for purpose response to needs will be generated as result of this approach. Centres **must** refer to the LLUK guidance document *Addressing literacy, language, numeracy and ICT needs in education and training: defining the minimum core of teachers' knowledge, understanding and personal skills*. Broad support should be available to candidates according to identified needs.

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

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

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

5 Course design and delivery

5.2 Recommended delivery strategies

Delivery

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

Centres may design programmes of study in any way that

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

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

Contact and non-contact hours

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

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

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

As a developmental activity, candidates should be encouraged to observe an experienced practitioner. This does not form part of their assessments, but is regarded as good practice.

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

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

- environmental education and related European issues.

Teaching Practice

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

- ensuring that regulatory requirements are met. For example, teaching in a recognised location, teaching across two different levels of the SfL curriculum (entry level, level 1, level 2), the number of hours delivered, etc
- ensuring that teaching practice observations are scheduled throughout the programme to contribute to the ongoing development of the teacher. It is important that observations are not end-loaded, and that they are completed before the end of the programme
- completion of relevant records by observers during observation, using the recommended pro formas. Form 10 is strongly recommended for use when candidates include assessment in their session delivery
- module / unit content and specification for modules / units undertaken by candidates are considered by observers when planning and recording observations.

A candidate's literacy, numeracy or ESOL teaching practice **must** be undertaken and observed across at least two levels of the SfL curriculum (entry level, level 1, level 2).

Teaching Practice Portfolio

Only **one** Teaching Practice Portfolio is required across the full programme. The portfolio should be a concise log of teaching practice undertaken and should include the candidate's log of 150 hours teaching by the course team, involving observations of at least ten hours of their teaching in total, over at least ten occasions (refer to section 2.3 for full guidance). It should contain evidence relating to their learners, session planning, delivery and evaluation. It will include at least ten observations of their teaching by the course team. Form 9, Appendix 1 is provided for this purpose, although alternatives are acceptable. All points however, must be covered.

Teaching Practice Observation

Teaching practice observers must be qualified subject specialists in the area that they are observing and must record any outcomes that demonstrate candidates' approaches to challenging and / or discriminatory behaviours in the learning environment. A total of **ten hours** over a minimum of **ten occasions** must be observed. In Part one this covers six hours of observation over at least six occasions in a subject specific context by an appropriate subject specialist observer. Part one literacy, numeracy or ESOL teaching practice observations **must** be conducted across at least two levels of the SfL curriculum (entry level, level 1, level 2). For Part two, a minimum of four observations over a minimum of four occasions must be conducted.

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

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

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

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

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

Reflective Learning Journal

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

For the *PTLLS* module, candidates **must** complete a journal entry after each assessment task (eg task 1, task 2, task 3, etc) completed for the *PTLLS* theory and practical assessments and / or each session attended throughout the module programme. Candidates are permitted to use their own journal format or use Appendix 5.

Use of documentation

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

Learning resources

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

City & Guilds will provide support for this qualification via **www.SmartScreen.co.uk**, our online learning portal.

5 Course design and delivery

5.3 Suggested reading

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

Required texts

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

Introductory texts

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

Subject specific Mathematics (Numeracy) texts

Title

-
- Benn, R. (1997) *Adults Count Too: Mathematics for Empowerment*. NIACE
-
- Berry and Lindgren (1996) *Statistics: Theory and Methods*. ITP
-
- Bessot, A., and Ridgeway, A. (eds) (2000) *Education for Mathematics in the Workplace*. Kluwer
-
- Borowski, E.J., and Borwein, J. M. (1989) *Dictionary of Mathematics*. HarperCollins
-
- BSA (2001) *Adult Numeracy Core Curriculum*. BSA
-
- Buxton, L. (1984) *Do You Panic about Maths?* Heineman
-
- Bynner, J., and Parsons, S. (1997) *It Doesn't Get Any Better: The Impact of Poor Basic Skills on the Lives of 37 year olds*. BSA
-
- CGP Maths Range (2004) *Success in Mathematics*. Range.
-
- Chinn, S., and Ashcroft, J. (1997) *Mathematics for Dyslexics: A Teaching Handbook*. Whurr
-
- Clawson, C.C. (1991) *Conquering Math Phobia – A Painless Primer*. John Wiley and Sons, Inc
-
- Coben, D., Fitzsimmons, G., and O'Donoghue, J. (eds) (2000) *Perspectives on Adults Learning Mathematics: Research and Practice*. Kluwer Academic Publications
-
- Crawshaw, J., and Chambers, J. (2001) *A Concise Course in A-Level Statistics with Worked Examples*. Nelson Thornes
-
- de Smith, M. J. (2006) *Maths for the Mystified*. Matador
-
- Fauvel, J., and van Maanen, J. (2000) *History of Mathematics in Education*. Dordrecht Kluwer
-
- FitzSimons, G. E., O'Donoghue, J., and Coben, D. (eds) *Adult and Lifelong Education in mathematics*. ALM
-
- Friere, P. (1970) *Pedagogy of the Oppressed*. Seabury
-
- Haighton, J., et al. (2004) *Maths: The Basic Skills*. Nelson Thornes
-
- Henderson, A. (1998) *Maths for the Dyslexic*. David Fulton.
-
- Henderson, A., and Miles, E. (2001) *Basic Topics in Maths for Dyslexics*. Whurr
-
- Ifrah, G. (1994) *The Universal History of Numbers*. The Harvill Press Ltd
-
- Key Skills Survival Guide*. Letts
-
- Knowles, M. (1990) (4th Edn) *The Adult Learner: A Neglected Species*. Houston Gulf
-
- Lave, J. (1988) *Cognition in Practice: Mind, Mathematics and Culture in Everyday Life*. CUP
-
- Lumpkin, B., and Strong, D. *Multicultural Science and Maths Connections*. Walch Publisher
-
- Martin, A., et al. (2000) *Complete Advanced Level Mathematics - Pure Mathematics*. Nelson Thornes
-
- Miles, A., and Miles, E. (2002) *Dyslexia and Maths*, Routledge
-
- Nelson, D., Joseph, G., and Williams, J. (1993) *Multicultural Mathematics*. OUP
-
- Own, F., and Jones, R. (1994) *Statistics*. FT Prentice Hall
-
- Rees, R., and Bar, G. (1984) *Diagnosis and Prescription: Some Common Maths Problems*. Paul Chapman
-
- Revise A2, The Ultimate Study Guide*. Letter Series
-
- Rowe, R. N. (1999) *Refresher in Mathematics*. DPP
-
- Skemp, R. (1971) *The Psychology of Learning Mathematics*. Harmondsworth: Penguin
-
- Tanner and Jones (2000) *Becoming a successful teacher of Mathematics*, . Falmer: Routledge
-
- Yeo, D. (2002) *Dyslexia, Dyspraxia and Mathematics*. Whurr
-

Website addresses

BBC Skillswise:

- www.bbc.co.uk/skillswise
- www.bbc.co.uk/schools/gcsebitesize

www.cityandguilds.com/qtls

www.dius.gov.uk

www.dfes.gov.uk (now DIUS)

Further Education Resources:

<http://ferl.becta.org.uk>

www.lsbu.ac.uk/lluplus/resources/index.shtml

www.nrdc.org.uk

www.sflqi.org.uk

www.ifl.ac.uk

Key Skills:

- www.keyskillsincontext.co.uk
- www.keyskillssupport.net

www.lluk.org.uk

www.lsneducation.org.uk

National Centre for Excellence in the teaching of mathematics: <http://www.ncetm.org.uk/home>

National Learning Network: www.nln.ac.uk

National Statistics:

The official UK statistics site: www.statistics.gov.uk

Health Statistics: www.direct.gov.uk, or www.hebs.scot.nhs.uk

www.niace.org.uk

www.pcet.net

www.qca.org.uk

www.smartscreen.co.uk

www.support4learning.org.uk

The Mathematical Association: www.m-a.org.uk/index.htm

Teaching mathematics with ICT: www.m-a.org.uk/teaching_mathematics_with_ict/

www.tes.co.uk

www.thosewhocan.co.uk

www.vark-learn.com

Maths websites

(covering basics of numbers, measuring data and handling data)

www.basic-skills.org.uk

www.blss.portsmouth.sch.uk/resources

www.counton.org

www.key-skills.org

www.learntech.uwe.ac.uk/numeracy

www.ltscotland.org.uk/literacyandnumeracy

www.mathcentre.ac.uk/resources.php

www.mathsisfun.com

www.maths4life.org

www.mathsnet.net

www.mathsyear2000.co.uk

www.nanamic.org.uk

www.numeracyenergiser.org.uk

www.teachingideas.co.uk/maths/contents

www.qca.org.uk/2790.html

www.wordpool.co.uk/nz/nzcontents.htm

Learning disabilities in mathematics resources

Dyslexia Teacher: www.dyslexia.teacher.com

LD info website Dyscalculia: www.ldinfo.com

Learning disabilities online: www.ldonline.org

The British Dyslexia Association: www.bda-dyslexia.org.uk

The Dyscalculia Site: www.dyscalculia.org.uk

Maths help

www.mathsdirect.co.uk

www.maths-help.co.uk

www.nrich.maths.org.uk

www.gcsemaths.fsnet.co.uk

Maths games and puzzles

www.projects.ex.ac.uk/trol/

www.4.tpgi.com.au/puzzles

www.funmaths.com/games

Journals and papers

Title

Training journal, Fenman.

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

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

The Moser Report (1999) 'A Fresh Start – Improving Literacy and Numeracy' in DfES (2000) *DfES 1999: Skills for Life. The National Strategy for improving adults' literacy and numeracy skills.*

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

6 Summary of assessment requirements

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

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

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

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

City & Guilds provides the following assessments:

Part one

Module No*	Title	Assessment method	Where to obtain assessment materials
Module 1	Preparing to teach in the Lifelong Learning Sector	Level 4 theory assessment covering all five sections Level 4 practical assessment covering all five sections	Provided at the end of the named module in this handbook
Module 2	Planning and assessing for inclusive practice	Assessment tasks comprising assessment criteria at level 4	Provided at the end of the named module in this handbook
Module 3	Approaches to mathematics learning and teaching	Assessment tasks comprising assessment criteria at level 4 and level 5 where indicated	Provided at the end of the named module in this handbook
Module 4	Theories and frameworks for mathematics learning and teaching	Level 5 assessment	Provided at the end of the named module in this handbook

Part two

Module No*	Title	Assessment method	Where to obtain assessment materials
Module 5	Continuing personal and professional development	Level 5 assessment	Provided at the end of the named module in this handbook
Module 6	Curriculum development for inclusive practice	Level 5 assessment	Provided at the end of the named module in this handbook
Module 7	Wider professional practice	Level 5 assessment	Provided at the end of the named module in this handbook
From a selection	Optional unit from a selection (to minimum value of 15 credits)	Level 5 assessment	Provided in <i>7305 DTLLS level 5 optional units</i> handbook

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

Part one modules **must** be delivered and assessed in numerical order, and **must** 'front load' delivery of all other modules. Part one modules must be achieved by candidates prior to Part two modules (see section 2.2).

Grading and marking

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

7 Modules

7.1 About the modules

Structure of the modules

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

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

7 Modules

7.2 The modules

The *7305 Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)* is a minimum **120** credit qualification, consisting of **seven mandatory modules** which aggregate eight units, plus optional unit(s) to a minimum value of 15 credits.

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

Candidates may select their level 5 optional unit to a total minimum value of 15 credits from the *DTLLS Level 5 Optional Units Handbook*.

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

The modules within this qualification are as follows:

Part one

Module No*	Title
Module 1	Preparing to teach in the Lifelong Learning Sector
Module 2	Planning and assessing for inclusive practice
Module 3	Approaches to mathematics learning and teaching
Module 4	Theories and frameworks for mathematics learning and teaching

Part two

Module No*	Title
Module 5	Continuing personal and professional development
Module 6	Curriculum development for inclusive practice
Module 7	Wider professional practice
From a selection	Optional unit from a selection (refer to <i>7305 DTLLS level 5 optional units handbooks</i>)

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

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

8 Part one modules

Module No*	Title
Module 1	Preparing to teach in the Lifelong Learning Sector
Module 2	Planning and assessing for inclusive practice
Module 3	Approaches to mathematics learning and teaching
Module 4	Theories and frameworks for mathematics learning and teaching

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

Module 1 Preparing to teach in the Lifelong Learning Sector

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

Section aim

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

Section content

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

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

Assessment criteria

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

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

Assignment questions relevant to this section

At **Level 4** candidates must:

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

Examples of teaching and learning strategies

Teaching and learning strategies could include:

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

Assessment

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

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

The assessments are provided at the end of this module.

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

Grading

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

Relationship to the Standards

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

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

Module 1 Preparing to teach in the Lifelong Learning Sector

Section 2 Understand teaching and learning approaches in the specialist area

Section aim

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

Section content

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

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

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

Assessment criteria

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

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

Assignment questions relevant to this section

At **Level 4** candidates must:

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

Examples of teaching and learning strategies

Teaching and learning strategies could include:

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

Assessment

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

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

The assessments are provided at the end of this module.

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

Grading

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

Relationship to the Standards

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

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

Module 1 Preparing to teach in the Lifelong Learning Sector

Section 3 Demonstrate session planning skills

Section aim

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

Section content

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

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

Assessment criteria

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

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

Assignment questions relevant to this section

At **Level 4** candidates must:

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

Examples of teaching and learning strategies

Teaching and learning strategies could include:

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

Assessment

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

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

The assessments are provided at the end of this module.

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

Grading

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

Relationship to the Standards

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

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

Module 1 Preparing to teach in the Lifelong Learning Sector

Section 4 Understand how to deliver inclusive sessions which motivate learners

Section aim

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

Section content

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

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

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

Assessment criteria

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

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

Assignment questions relevant to this section

At **Level 4** candidates must:

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

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

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

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

Examples of teaching and learning strategies

Teaching and learning strategies could include:

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

Assessment

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

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

The assessments are provided at the end of this module.

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

Grading

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

Relationship to the Standards

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

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

Module 1 Preparing to teach in the Lifelong Learning Sector

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

Section aim

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

Section content

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

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

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

Assessment criteria

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

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

Assignment questions relevant to this section

At **Level 4** candidates must:

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

Examples of teaching and learning strategies

Teaching and learning strategies could include:

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

Assessment

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

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

The assessments are provided at the end of this module.

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

Grading

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

Relationship to the Standards

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

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

Module 1 Preparing to teach in the Lifelong Learning Sector

Level 4 theory assessment

About this assessment

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

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

Instructions for candidates

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

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

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

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

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

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

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

Grading

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

Module 1 Preparing to teach in the Lifelong Learning Sector

Level 4 practical assessment

About this assessment

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

Instructions for Candidates

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

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

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

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

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

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

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

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

Grading

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

Module 2 Planning and assessing for inclusive practice

Module aim

The aim of this unit is to enable candidates to design and plan learning, teaching and teaching resources to meet curriculum requirements. Candidates will be expected to demonstrate their ability to plan for inclusive learning by being able to select and analyse a range of teaching strategies to meet learner's needs in a range of learning contexts. In addition, candidates will develop knowledge and understanding of theories and principles of assessment, and analyse and evaluate its application in relation to inclusive practice. Candidates will also demonstrate knowledge and understanding of minimum core specifications in literacy, numeracy, language and ICT in relation to their own specialised area.

Learning outcomes

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

- ways to negotiate and plan for inclusive practice
- understanding of theories, principles and applications of formal and informal assessment and their role in inclusive learning
- understanding of how to give effective feedback to promote learner progress and achievement
- understanding of how to use teaching and learning resources inclusively to meet curriculum requirements
- understanding of the Minimum core in own practice.

Module content

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

- teaching/training cycle
- principles of learning, eg relevant theories, learning styles and motivation (theorists do not need to be covered in great detail at level 3)
- induction, initial assessment, icebreakers, ground rules
- prior learning, action planning and target setting
- planning and designing learning to meet the requirements of a learning programme
- schemes of work and session plans
- programme design, its relationship with the syllabus and the requirements of external and endorsement agencies
- concepts of pedagogical and andragogical models of learning
- working with individuals, and with small and large groups
- health and safety considerations in the design of learning programmes/schemes of work
- entitlement, equality, inclusivity, diversity and differentiation
- key concepts, theories and principles of assessment – validity, authenticity, reliability, sufficiency, fairness, currency
- types of assessment; initial, formative, summative
- role of assessment in evaluation
- assessment for learning, assessment of learning
- assessment schemes, methods and instruments
- peer assessment, self assessment and reflection

- effective feedback- verbal and written
- equality and diversity in assessment of learning
- resources and their use in a teaching environment, criteria for identifying and adapting resources to meet the different needs of learners, including ICT
- Minimum core specification in literacy, language, numeracy and ICT.

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- collaborative learning
- reciprocal teaching
- whole class teaching
- small group work
- pair work
- presentations
- case studies
- workshop activities
- reading and research activities.
- observation of experienced teachers
- observation of peers.

Assessment

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

- *Planning and assessing for inclusive practice (level 4).*

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

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

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

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

Grading

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

Relationship to the Standards

This module contributes to the knowledge and understanding required by LLUK's professional standards for Teachers, Tutors, Trainers, and Assessors in the Lifelong Learning Sector in England for the following unit(s) of assessment:

Unit of assessment

Planning and assessing for inclusive practice

Module 2 Planning and assessing for inclusive practice

Assessment

About this assessment

This assessment is to be used to assess candidates undertaking:
Module 2 Planning and assessing for inclusive practice.

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

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

Assessment tasks		Unit covered in this module assessment
		Planning and assessing for inclusive practice
		Unit assessment criteria to be covered within task ▼
1	Teaching Practice Portfolio	
	Produce a profile of a group of learners they are working with, and include the following:	

Assessment tasks		Unit covered in this module assessment	
		Planning and assessing for inclusive practice	
		Unit assessment criteria to be covered within task ▼	
a	four session plans and a scheme of work for one course programme for an individual / small group of learners, including individual learning plans. Produce a rationale and evaluation of how such methods meet individual learner needs	1.2	Evaluate ways of planning, negotiating and recording appropriate individual learning goals with learners
b	a review of the effectiveness of a range of teaching resources, including new and emerging technologies, to include materials used in two sessions, demonstrating promotion of equality and diversity	4.1	Review a range learning and teaching resources, including new and emerging technologies, discussing their effectiveness in meeting individual learning needs
		4.2	Demonstrate how resources can be used to promote equality, support diversity and contribute to effective learning
c	describe, use and evaluate two different assessment activities, with opportunities for learner feedback, used to check learning of individuals or group of learners	2.2	Analyse the role of assessment in evaluating learner achievement
		3.2	Evaluate opportunities for learners to provide feedback to inform own practice
2	Assignment(s)		
	Candidates are required to:		
a	examine ways in which mathematics learner achievement can be supported through the application of minimum core skills in literacy, language, numeracy and ICT.(up to 500 words)	5.1	Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they can support learner achievement.
3	Reflective Learning Journal		
	Candidates are required to:		
a	set up their own Reflective Learning Journal based on observations of (Mathematics Numeracy)	1.1	Establish and maintain an inclusive learning environment

Assessment tasks		Unit covered in this module assessment	
		Planning and assessing for inclusive practice	
		Unit assessment criteria to be covered within task ▼	
	classes, groups and own teaching. For this module, the focus should be on (Mathematics Numeracy) inclusive teaching strategies to maintain an inclusive learning environment	1.3	Justify and use inclusive strategies for improvement and success of learners
b	review of own Individual Learning Programme (ILP) and set targets for own personal skills in light of the minimum core: literacy, numeracy, language and ICT	5.2	Apply minimum core specification in literacy and language to improve own practice
		5.3	Apply minimum core specification in numeracy to improve own practice
		5.4	Apply minimum core specification in ICT to improve own practice
c	reflect on the use of inclusive approaches in giving verbal and written feedback to learners	3.1	Justify and use inclusive approaches to verbal and written feedback to learners
d	analyse assessment practice in own specialist area in light of theories and principles of inclusion	2.1	Analyse the application of theories and principles of assessment in relation to inclusive practice in own specialist area

Instructions for Tutors

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

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

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

- evidence of consideration of practice that is in accordance with professional values
- which is appropriately referenced and attributed (the Harvard system is preferred)
- an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended).

All work presented by candidates must be word processed. The City & Guilds publication, *Access to Assessment: candidates with particular requirements*, provides guidance and is available to download from www.cityandguilds.com.

Grading

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

Module 3 Approaches to mathematics learning and teaching

Module aim

The aim of this module is to enable candidates to develop knowledge and understanding of mathematical concepts and processes as well as equipping them with skills needed to teach numeracy in the lifelong learning sector. Candidates will have opportunity to review and analyse a variety of innovative approaches to the teaching of mathematical thinking and processes, strategies for dealing with errors and misconceptions, as well as resources and activities for inclusive mathematics teaching and learning. Candidates are encouraged to use their new teaching skills to plan, deliver, assess, and evaluate numeracy learning experiences as well as exploring strategies to generate enthusiasm for mathematics, to motivate and empower their learners.

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

Learning outcomes

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

- how to develop and apply own mathematical knowledge and understanding to the planning of inclusive numeracy teaching and learning experiences in line with learners' needs and curriculum requirements
- how to apply own interest and enthusiasm for the subject together with creative strategies and resources to motivate learners and provide effective teaching and learning
- the efficient use of communication strategies, collaborative work, and questioning skills to develop conceptual understanding of mathematics and numeracy
- how to select and use appropriate, fair and valid assessment strategies
- working collaboratively with specialist support services to provide for the learning needs of all learners
- the use of evaluation of own teaching practice and observations to plan for continuous personal and professional development.

Module content

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

- key elements of an effective mathematics learning experience
- transmission methods to learner centred, collaborative learning where learners are motivated and 'challenged' to use prior knowledge and experience to progress
- development of effective questioning skills; using low and high level questions to make learners think
- small group activity and rich collaborative tasks to make the learning more successful and participatory
- outlines of number, measuring, recording and processing of data development
- knowledge of language and concepts associated with place value systems, conversion and calculations between number bases
- language and use of standard form in real life situations
- origins and language of proof in geometry
- origins and role of algebra in generalising and its practical applications

- how to design, conduct a survey followed by analysis and presentation of the results and evaluation of the methodology
- multiple strategies for defining and representing concepts in mathematics and numeracy up to and including NQF level 2 of the mathematical curricula
- linking activities to highlight connections across mathematical topics
- common errors and misconceptions in mathematical concepts and explore approaches for addressing them
- a range of mental, written and diagrammatic strategies for calculations with numbers and spatial information
- development and application of problem solving skills where the method and not the answer is emphasised using variety of contexts and real life investigations
- use of a range of divergent assessment techniques to assess knowledge, skills and understanding
- application of feedback as an effective assessment tool and its role in taking the teaching forward
- identification of key stages in a learning cycle and discuss importance of “chunks” of strategies for developing teaching and learning of numeracy
- appropriate use of calculators, spreadsheets and other IT resources
- awareness of current developments in Literacy, language and ICT in relation to learning difficulties and disabilities to provide effective support for all learners
- a range of techniques to evaluate and improve numeracy learning and teaching
- the value and importance of appropriate written and spoken feedback to learners.

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- whole class teaching
- small group work
- pair work
- case studies
- question and answer
- demonstrations
- presentations
- collaborative learning
- differentiated teaching
- workshop activities
- reading and research activities
- computer aided learning
- observation of experienced teachers
- observation of peers.

Assessment

This module is assessed through assessment tasks provided at the end of this module. The assessment comprises the following level 4 and level 5 units of assessment (see assessment grid for this module for details of assessment criteria coverage for the relevant unit):

- *Numeracy and the learners (level 4)*
- *elements of Numeracy learning and teaching (level 5)*

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

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

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

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

Grading

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

Relationship to the Standards

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

Units of assessment	Informed by Application Document (Numeracy) elements
Numeracy and the learners	A1, A2 B1, B5, B6 C1, C2, C6, C7, C8, C9, C10, C12, C13, C16, C17, C18 E2, E3 F3
Numeracy learning and teaching	B1, B2, B8, B10 C14 D1, D2, D3 E1, E4, E5, E6 F1, F2, F4

Module 3 Approaches to mathematics learning and teaching

Assessment

About this assessment

This assessment is to be used to assess candidates undertaking:
Module 3 Approaches to mathematics learning and teaching.

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

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

Assessment tasks

Assessment tasks		Units covered in this module assessment			
		Numeracy and the learners Level 4		Numeracy learning and teaching Level 5	
		Unit assessment criteria to be covered within task ▼			
1	Teaching Practice Portfolio				
	Candidates will need to produce a profile of a group of learners they are working with, and include the following in their Teaching Practice Portfolio:				
a	scheme of work and rationale for at least six hours of independent teaching, session plans, with a justification of the chosen assessment strategy, and an evaluation of sessions	2.1	Establish existing skills, knowledge and understanding and ascertain what learners can do as well as what they cannot do	1.1	Review strategies for developing conceptual understanding in mathematics and numeracy

Assessment tasks		Units covered in this module assessment			
		Numeracy and the learners Level 4		Numeracy learning and teaching Level 5	
		Unit assessment criteria to be covered within task ▼			
		2.2	Use the results of assessment and knowledge of learner's background to identify areas which interest, motivate and inspire individual learners and address needs, goals and aspirations	2.1	Plan numeracy related course outlines and lesson objectives to meet learner needs and curriculum requirements
		4.1	Devise strategies to enable learners to develop appropriate numeracy language and vocabulary	2.2	Plan numeracy learning and teaching that reflects diversity and promotes equality of opportunity
		4.2	Maintain an integrated approach to wider language and literacy skills needed to develop learners' numeracy skills		
		4.3	Use strategies to promote and encourage communication of mathematical ideas both between teacher and learner and learners themselves		
b	notes from tutorial with tutor and action plans				
c	own individual learning plan (ILP) based on a thorough numeracy skills audit			7.3	Use a reflective CPD cycle to select training opportunities to inform own knowledge of mathematics (numeracy), its teaching, policy and practice
2	Assignment(s)				
	Candidates are required to:				

Assessment tasks		Units covered in this module assessment			
		Numeracy and the learners Level 4		Numeracy learning and teaching Level 5	
		Unit assessment criteria to be covered within task ▼			
a	complete a detailed analysis of a vocational learner's mathematical knowledge and skills with reference to their maths history, experiences and vocational needs. Include an identification of the numeracy needs of the learner and an action plan and recommendations on how to further develop the learner's skills in the curricular areas of number, measure, shape and space, handling data and probability	1.3	Justify the importance of encouraging learners to make links between their numeracy development and other areas of their personal development	1.3	Analyse the use of strategies to engage and enthuse learners in numeracy and foster positive self images
		1.4	Analyse the impact of learners' backgrounds and needs on numeracy learning	1.4	Analyse the types of skills, knowledge and understanding that can be assessed in numeracy
		1.5	Evaluate approaches to mathematics and numeracy assessment which take into account learner backgrounds	4.1	Devise and use appropriate assessment tools for numeracy
		4.4	Discuss how content can affect approaches used for mathematical problem solving and investigation and also the interpretation of results	4.2	Use strategies to involve learners in their own numeracy assessment
				4.3	Negotiate numeracy related goals with learners
4.4	Use feedback from assessment to support learning and teaching in numeracy				
4.5	Use appropriate systems for recording numeracy assessment information				

Assessment tasks		Units covered in this module assessment			
		Numeracy and the learners Level 4		Numeracy learning and teaching Level 5	
		Unit assessment criteria to be covered within task ▼			
b	complete an assignment on the developing role of mathematics (numeracy), the need to think mathematically and the skills required for using and applying mathematics	1.1	Analyse the role of mathematics and numeracy in the world at large	5.1	Analyse the impact and implications of personal, social, economic and political factors which may affect the learning development and progression of people with numeracy needs
		1.2	Discuss public/popular perceptions of mathematics and numeracy and the impact on the learner		
		3.1	Discuss the historic and cultural development of mathematics		
3	Reflective Learning Journal	Candidates are required to include in their Reflective Learning Journal:			
a	set up a Reflective Learning Journal (RLJ) based on observations of mathematics (numeracy) classes/groups and own teaching practice. The focus of the RLJ for this module should include evidence of teaching mathematics (numeracy) at different levels	3.2	Discuss the language and concepts associated with place value systems		
		3.3	Compare a wide range of written, mental and diagrammatic strategies and the meta-language to describe and analyse these		
		3.4	Analyse a range of common errors and misconceptions and possible reasons why they occur		

Assessment tasks		Units covered in this module assessment	
		Numeracy and the learners Level 4	Numeracy learning and teaching Level 5
		Unit assessment criteria to be covered within task ▼	
		3.5	Analyse the links, connections and generalisations that can be made between a range of areas in mathematics (numeracy)
		3.6	Analyse the activities, processes and stages within a mathematical problem / investigation

Instructions for Tutors

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

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

- an understanding of the relationship between theory, principles and practice
- evidence of research and reading
- evidence of consideration of practice that is in accordance with professional values which is appropriately referenced and attributed (the Harvard system is preferred)
- an academic style of writing, in which a recognised system of referencing is used (Harvard system is recommended).

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

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

All work presented by candidates must be word processed. The City & Guilds publication, *Access to Assessment: candidates with particular requirements*, provides guidance and is available to download from **www.cityandguilds.com**.

Grading

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

Module 4 Theories and frameworks for mathematics learning and teaching

Module aim

The aim of this module is to enable candidates to further develop knowledge and understanding of mathematical concepts and processes in light of a range of learning theories. It will include the review and application of pedagogical knowledge and methods to improve quality of numeracy learning and teaching in a range of contexts and embedded models. Candidates will have the opportunity to undertake personal research using current specialist publications to enhance own teaching practice. Candidates will also use theories of learning to evaluate own numeracy learning and teaching. This will ensure the development of reflective practice, and will be used to inform and improve own knowledge of mathematics, and its teaching and learning.

During this module, candidates will undertake teaching practice.

Learning outcomes

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

- a range of theories which influence teaching and learning approaches
- the origins of mathematics and its effect on current mathematics curricula
- the numeracy skills needed in a variety of contexts, and vocational subjects
- how to review current research and developments in a range of specialists publications and use these to improve own numeracy teaching
- the role of specialist resources including ICT based activities
- how to reflect on and evaluate own teaching practice and use this to plan for continuous personal and professional development.

Module content

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

- further in-depth analysis of theories of numeracy learning and development (behaviourism, constructivism)
- application of generic learning and teaching techniques to the numeracy curriculum
- analysis of numeracy learning and teaching strategies, activities and resources in terms of theories of learning
- the rationale for using learner experience as a starting point for the development of numeracy knowledge, skills and understanding
- different types of mathematical understanding: - Relational and Instrumental
- how different forms of learning produce different forms of understanding
- analysis of elements of mathematical knowledge and appropriate learning and teaching approaches for their development
- analysis of numeracy teaching approaches associated with theories of learning and development
- strategies and design resources to develop mathematical thinking
- role of assessment in developing numeracy skills, knowledge and understanding
- a range of approaches to numeracy curriculum including the roles of deep and surface learning, inductive and deductive methods, global and analytic perspectives, process and product.

- the meaning of 'situated cognition' in mathematics and numeracy and related issues of knowledge transfer.
- the debates around what constitutes 'good' or 'effective practice' in mathematics and numeracy.
- the debates around models of learning styles and their application to numeracy learning.
- the concepts of 'right' and 'wrong' in mathematics/numeracy and how these link with theories such as radical or social constructivism.
- a range of questioning techniques to facilitate the development of numeracy skills, knowledge and understanding.
- the use of rich collaborative tasks for the development of numeracy skills, knowledge and understanding and related theory, research and resources.
- the role of experiential problem solving in relevant practical situations to develop numeracy skills, knowledge and understanding and promote ownership of relevant learning.
- analysis of numeracy teaching approaches associated with theories of learning and development
- meeting the needs of all learners: Differentiation by quantity, task, outcome and level of support
- awareness of current developments in Literacy, ESOL and ICT in relation to learning difficulties and disabilities to provide effective support for all learners
- a range of techniques to evaluate and improve numeracy learning and teaching
- theories and principles of reflective practice and application to CPPD, specially in areas of Numeracy, Literacy, ESOL and ICT
- origins and status of mathematical knowledge and its effect on mathematics curriculum development
- outline of a range of national and international policy initiatives and numeracy curriculum development
- range of specialist organisations and publications to enhance practice as a mathematics teacher
- use of mathematics in a range of work related and vocational contexts.

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- whole class teaching
- small group work
- pair work
- case studies
- question and answer
- demonstrations
- presentations
- collaborative learning
- differentiated teaching
- workshop activities
- reading and research activities
- computer aided learning - ICT

Assessment

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

- *Developing Numeracy knowledge and understanding*
- *elements of Numeracy learning and teaching.*

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

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

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

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

Grading

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

Relationship to the Standards

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

Units of assessment

Developing numeracy knowledge and understanding

Numeracy learning and teaching

Informed by Application Document (Numeracy) elements

A2, A3, A4, A5, A6

B3, B4, B7, B9

C9, C11, C15, C18, C19, C20

D4

F1, F2, F4

Module 4 Theories and frameworks for mathematics learning and teaching

Assessment

About this assessment

This assessment is to be used to assess candidates undertaking:

Module 4 Theories and frameworks for mathematics learning and teaching.

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

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

Assessment tasks

Assessment tasks		Units covered in this module assessment			
		Developing numeracy knowledge and understanding Level 5		Numeracy learning and teaching Level 5	
		Unit assessment criteria to be covered within task ▼			
1	Teaching Practice Portfolio				
	Candidates will need to produce a profile of a group of learners they are working with, and include the following in their Teaching Practice Portfolio:				

Assessment tasks		Units covered in this module assessment			
		Developing numeracy knowledge and understanding Level 5		Numeracy learning and teaching Level 5	
		Unit assessment criteria to be covered within task ▼			
a	four session plans for a class/group of mathematics (numeracy) learners with a rationale and evaluation for each session. Include examples of, and evaluate the use of, resources in numeracy. At least three of the session plans should be linked to show development and progression	1.1	Apply knowledge of teaching and learning theories to numeracy and mathematics in order to improve practice	1.2	Evaluate the use of resources in numeracy learning and teaching
				3.1	Establish and maintain an environment where mistakes in numeracy are seen as opportunities for further learning and peer support is encouraged
		2.1	Identify relevant numeracy skills and knowledge needed in particular contexts in collaboration with teachers of other subjects across the organization where appropriate	3.2	Use strategies to facilitate learner interaction in order to support numeracy teaching
		2.3	Apply subject and specialist pedagogical knowledge to adopt appropriate learning and teaching strategies for a wide range of learners' needs	7.1	Apply appropriate theories of learning to the evaluation of numeracy learning and teaching including planning and assessment
				7.2	Use a range of sources of data to evaluate numeracy learning and teaching, including learner reflection and feedback

Assessment tasks		Units covered in this module assessment			
		Developing numeracy knowledge and understanding Level 5		Numeracy learning and teaching Level 5	
		Unit assessment criteria to be covered within task ▼			
				7.5	Demonstrate use of a wide range of oral, written and non-verbal strategies to improve numeracy learning
b	notes from tutorial with tutor and action plans				
c	review and update own ILP				
2	Assignment(s)				
	Candidates are required to:				
a	<p><i>'The last 20 years have brought many changes to the teaching of mathematics, as well as to the content, the tools/strategies, and the focus of a maths/numeracy lesson.'</i></p> <p>In light of this statement, discuss and evaluate a range of approaches impacting the teaching and learning of mathematical skills, with reference to:</p> <ul style="list-style-type: none"> i at least two current appropriate theories of mathematical skills acquisition, knowledge and learning ii current research and specialist publications iii at least two learners with whom you work 	1.2	Analyse the effect of the origins and status of mathematics knowledge on mathematics curriculum development		
		3.1	Summarise the nature of argument and proof in mathematics, including the language of proof, its origins in geometry, and the role of algebra in generalizing		
		3.2	Analyse the use, interpretation, representation and misinterpretation of data		

Assessment tasks		Units covered in this module assessment			
		Developing numeracy knowledge and understanding Level 5		Numeracy learning and teaching Level 5	
		Unit assessment criteria to be covered within task ▼			
	and who are at two distinct numeracy levels	3.3	Compare the wide range of ways of defining or representing different concepts in numeracy		
		4.1	Use a range of numeracy organizations and publications in order to review current research and developments		
		4.2	Use international, national and local research together with own and learners' insights to inform numeracy learning and teaching		
b	produce a review of how reciprocal relationships with a range of professionals can be used to support numeracy learners	2.2	Contribute to the development and improvement in quality of numeracy learning and teaching in vocational and other subjects	6.1	Evaluate the boundaries between own specialist area and those of other specialists
				6.2	Use knowledge of current developments in literacy, ESOL, ICT and learning difficulties and disabilities to give effective support to numeracy learners

Assessment tasks		Units covered in this module assessment			
		Developing numeracy knowledge and understanding Level 5		Numeracy learning and teaching Level 5	
		Unit assessment criteria to be covered within task ▼			
				6.3	Apply knowledge of specialist services to signpost learners to appropriate support within or outside of the organization
				6.4	Apply knowledge of how numeracy development is supported in learners by a range of professionals to demonstrate effective collaborative practice
3	Reflective Learning Journal				
	Candidates are required to include in their Reflective Learning Journal:				
a	keep and maintain their Reflective Learning Journal (RLJ) based on observations of mathematics (numeracy) classes/groups and own teaching practice. The focus of the RLJ for this module should include consideration of issues for learners with special learning requirements and/or disabilities			7.4	Use current professional knowledge to ensure learners develop their numeracy skills to enable progression

Instructions for Tutors

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

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

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

All work presented by candidates must be word processed. The City & Guilds publication, *Access to Assessment: candidates with particular requirements*, provides guidance and is available to download from **www.cityandguilds.com**.

Grading

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

8 Part two modules

Unit No*	Title
Module 5	Continuing personal and professional development
Module 6	Curriculum development for inclusive practice
Module 7	Wider professional practice
From a selection	Optional unit from a selection (refer to <i>7305 DTLLS Level 5 Optional Units Handbook</i>)

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

Module 5 Continuing personal and professional development

Module aim

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

Learning outcomes

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

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

Module content

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

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

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

Examples of teaching and learning strategies

Teaching and learning strategies could include:

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

Assessment

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

- Continuing personal and professional development (*level 5*).

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

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

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

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

Grading

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

Relationship to the Standards

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

- **Values and Commitments: scope**
 - AS1, AS2, AS3, AS4, AS5, AS6, AS7
 - BS1, BS2, BS3, BS4, BS5
 - CS1, CS2, CS3, CS4
 - DS1, DS2, DS3
 - ES1, ES2, ES3, ES4, ES5
 - FS1, FS2, FS3, FS4

- **Standards: knowledge and practice**

- AK 1.1, AP 1.1, AK 2.1, AK2.2, AP2.2 AK 3.1, AP 3.1, AK4.1, AP4.1, AK4.2, AP4.2, AK4.3, AP4.3, AK5.1, AP5.1, AK5.2, AP5.2, AK6.1, AP6.1, AK6.2, AP6.2, AK7.1, AP7.1, AK7.2, AP7.2, AK7.3, AP7.3,
- BK1.1, BP1.1, BK1.2, BP1.2, BK1.3, BP1.3, BK2.1, BP2.1, BK2.2, BP2.2, BK2.3, BP2.3, BK2.4, BP2.4, BK2.5, BP2.5, BK2.6, BP2.6, BK2.7, BP2.7, BK3.1, BP3.1, BK3.2, BP3.2, BK3.3, BP3.3, BK3.4, BP3.4, BK3.5, BP3.5, BK4.1, BP4.1, BK5.1, BP5.1, BK5.2, BK5.2
- CK1.1, CP1.1, CK1.2, CP1.2, CK2.1, CP2.1, CP2.1, CK3.1, CP3.1, CK3.2, CP3.2, CK3.3, CP3.3, CK3.4, CP3.4, CK4.1, CP4.1, CK4.2, CP4.2
- DK1.1, DP1.1, DK1.2, DP1.2, DK1.3, DP1.3, DK2.1, DP2.1, DK2.2, DP2.2, DK3.1, DP3.1, DK3.2, DP3.2
- EK1.1, EP1.1, EK1.2, EP1.2, EK1.3, EP1.3, EK2.1, EP2.1, EK2.2, EP2.2, EP2.2, EK2.3, EP2.3, EK2.4, EP2.4, EK3.1, EP3.1, EK4.1, EP4.1, EK4.2, EP4.2, EK5.1, EP5.1, EK5.2, EP5.2, EK5.3, EP5.3
- FK1.1, FP1.1, FK1.2, FP1.2, FK2.1, FP2.1, FK3.1, FP3.1, FK4.1, FP4.1, FK4.2, FP4.2

Module 5 Continuing personal and professional development

Assessment

About this assessment

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

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

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

Assessment tasks

Assessment tasks		Units covered in this module assessment	
		Continuing personal and professional development	
		Unit assessment criteria to be covered within task ▼	
1	Teaching Practice Portfolio		
	Candidates are required to complete their own Individual Learning Plan (ILP), to include:		
a	CV	3.1	evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs.

Assessment tasks		Units covered in this module assessment	
		Continuing personal and professional development	
		Unit assessment criteria to be covered within task ▼	
b	job description	3.2	use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills.
c	skills and knowledge audits		
d	analysis of, for example: peer review, observation reports, self assessment, course tutorials and learners; ongoing action plans for CPPD; records of CPPD; growth and development of skills, knowledge and experience whilst on the course programme by using their Reflective Learning Journal (RLJ)		
2	Reflective Learning Journal		
	Candidates are required to include in their Reflective Learning Journal:		
a	a critical analysis of own approach to reflective practice and exploration of potential continuing personal and professional development (CPPD)	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.
		4.1	identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area.
		4.2	evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs.
3	Assignment		
	Using your Teaching Practice Portfolio, provide a critical analysis of 2, 500 words, which summarises the following aspects of your ongoing personal and professional development:		
a	teaching roles and contexts within the Lifelong Learning Sector	1.1	analyse and compare different teaching roles and contexts in the Lifelong Learning Sector.

Assessment tasks		Units covered in this module assessment	
		Continuing personal and professional development	
		Unit assessment criteria to be covered within task ▼	
b	own teaching role and context within Lifelong Learning Sector	1.2	evaluate own role and responsibilities with reference to area of specialism and as part of a team.
c	impact of own beliefs, assumptions and behaviours on learners and others	1.3	analyse the impact of own beliefs, assumptions and behaviours on learners and others
d	impact of own professional, personal and interpersonal skills, including literacy, numeracy and ICT skills on learners and others.	1.4	analyse the impact of own professional, personal, interpersonal skills, including literacy, numeracy and ICT skills, on learners and others.

Instructions for Tutors

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

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

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

All work presented by candidates must be word processed. The City & Guilds publication, *Access to Assessment: candidates with particular requirements*, provides guidance and is available to download from www.cityandguilds.com.

Grading

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

Module 6

Curriculum development for inclusive practice

Aim

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

Learning outcomes

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

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

Module content

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

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

Examples of teaching and learning strategies

Teaching and learning strategies could include:

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

Assessment

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

- Curriculum development for inclusive practice (*level 5*).

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

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

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

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

Grading

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

Relationship to the Standards

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

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

Module 6 Curriculum development for inclusive practice

Assessment

About this assessment

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

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

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

Assessment tasks		Units covered in this module assessment	
		Curriculum development for inclusive practice	
		Unit assessment criteria to be covered within task ▼	
	Assignments		
	Candidates are required to:		
1	critically analyse the significance of theories, principles and models of inclusive curriculum to the design and implementation of programmes of study, within two different contexts.	1.1	analyse ways in which the curriculum offer might differ according to the educational/training context.
		2.1	analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups.

Assessment tasks		Units covered in this module assessment	
		Curriculum development for inclusive practice	
		Unit assessment criteria to be covered within task ▼	
		2.2	analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners.
		3.1	analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design.
		3.3	explain ways to challenge discriminatory behaviours where they occur in the learning environment.
		4.1	apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study.
2	produce a critical reflection on the significance of these principles, models and theories of inclusive curriculum to the planning and delivery of teaching in own specialist area	1.2	analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice.
		3.1	analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design.
		3.2	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.
		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.
		5.3	plan and take up opportunities to develop and improve own learning and practice in curriculum design and development.
3	produce a written reflection on the impact of these insights on own practice and professional	4.2	justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented.

Assessment tasks		Units covered in this module assessment	
		Curriculum development for inclusive practice	
		Unit assessment criteria to be covered within task ▼	
	development (2000 – 2,500 words)	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.

Instructions for Tutors

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

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

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

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

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

Grading

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

Module 7 Wider professional practice

Module aim

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

Learning outcomes

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

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

Module content

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

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

Examples of teaching and learning strategies

Teaching and learning strategies could include:

- lectures
- small and large group activities

- pair work
- presentations
- discussion
- workshop activities
- case studies
- self-directed study
- visiting speakers
- reading
- research activities.

Assessment

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

- *Wider professional practice (level 5).*

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

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

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

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

Grading

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

Relationship to the Standards

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

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

Module 7 Wider professional practice

Assessment

About this assessment

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

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

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

Assessment tasks		Units covered in this module assessment	
		Wider professional practice	
		Unit assessment criteria to be covered within task ▼	
Assignments			
Candidates are required to:			
1	write a critical reflection on the extent to which learning can contribute to the personal development, economic growth and community regeneration of your learners	1.3	discuss the contribution of learning to personal development, economic growth and community regeneration

Assessment tasks		Units covered in this module assessment	
		Wider professional practice	
		Unit assessment criteria to be covered within task ▼	
2	write an analysis of how relevant government policies and initiatives impact on own role and teaching and learning within 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	provide extracts from their ongoing reflective learning journal which will analyse and evaluate: a their understanding of the principles and processes of evaluation including its role in quality assurance b their own application of evaluation processes, working with others and their use of data and other feedback for evaluation.	3.1	review and compare a range of principles and approaches to evaluation
		3.2	explain differences and the relationship between evaluation and assessment.
		3.3	analyse the role of evaluation within quality assurance to inform and promote quality improvement.
		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).
4	have embedded equality of opportunity and respect for diversity within their teaching and learning practice	1.2	explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice.
5	examine the impact of own professional values and judgments on teaching and learning (2,500 words).	1.1	discuss key aspects of professionalism in the context of the Lifelong Learning Sector.
		1.4	analyse the impact of own professional values and judgements on teaching and learning.
		5.1	evaluate own approaches, strengths and development needs, in relation to professional practice.

Assessment tasks		Units covered in this module assessment	
		Wider professional practice	
		Unit assessment criteria to be covered within task ▼	
		5.2	plan and take up opportunities to develop and improve own wider professional practice.

Instructions for Tutors

- 1 Group work is **not** acceptable for this assessment.
- 2 Candidates **must** provide evidence that they have individually met the required standards outlined in each assessment.
- 3 This assessment **must** be used in conjunction with the assessment criteria for this module. A clear audit trail must be provided, showing that each assessment criteria has been met, and where it can be found.
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At **Level 5**, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:

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

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

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

Grading

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

9 Glossary of terms

The following terms are used in this qualification handbook:

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

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

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

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

Term	Definition
Summarise	A brief account of the main issues/points explored and/or examined
Summative assessment	An assessment made to determine the final level of achievement. Often done by a final test or examination
Synchronous learning	Learning that takes place in an environment where the tutor and learner are simultaneously present, perhaps at different locations, but communicating with each other in real time
Task analysis	Breakdown of a task/job into its component skills (sometimes referred to as Skills analysis)
Teaching practice	The time allocated for candidates to demonstrate and build confidence in teaching/ training other learners. This could include where a candidate has sole responsibility for an individual or a group, teaches in front of/within a group to different groups/learners/levels, from pre-prepared or own designed curriculum materials, whether in paid or unpaid employment
Teaching practice portfolio	This will include a candidate's log of 75 hours' teaching and evidence relating to their learners, session planning, delivery and evaluation. It will include at least 4 observations of their teaching by the course team and involve observing at least 4 hours of their teaching in total.
Teaching/ training cycle	System approach which includes five inter-linked stages: identify needs, plan and design learning, deliver, assess and evaluate
Teacher/Trainer/Tutor	Person who is helping the learner to achieve a desired state/standard/ competence. Person who is advising, supporting and assessing the candidate
VACSR	Valid, Authentic, Current, Sufficient, Reliable
Validity	Extent to which an assessment method measures what it is supposed to measure
VARK	Visual, Aural, Read/write, Kinesthetic
Virtual classroom	Online learning environment where tutors and learners interact
Visual aid	Visual support material used to enhance the learning session, eg overhead transparency, diagram, slide projection, photograph/picture, video/film, model, computer program, interactive internet page (including audio visual equipment)

Candidate Name

Enrolment number

Centre Name

Centre number

Level

Part one

Assessments	Credit value	Pass/Refer	Marker signature and date	IV signature and date (if sampled)	EV signature and date (if sampled)
Mandatory module 1: Preparing to Teach in the Lifelong Learning Sector (This must be achieved prior to or during the 7305 DTLLS (Mathematics Numeracy)) Theory					
Practical					
Mandatory module 2: Planning and assessing for inclusive practice					
Mandatory module 3: Approaches to mathematics learning and teaching					
Mandatory module 4: Theories and frameworks for mathematics learning and teaching					

Part two

Assessments	Credit value	Pass/Refer	Marker signature and date	IV signature and date (if sampled)	EV signature and date (if sampled)
Mandatory module 5: Continuing personal and professional development					
Mandatory module 6: Curriculum development for inclusive practice					
Mandatory module 7: Wider professional practice					
Optional unit(s) level 5:					

Total credit value for the achievement of the 7305 Diploma in teaching in the Lifelong Learning Sector (Mathematics Numeracy)

120

Name of Tutor/Assessor

Name of Subject Mentor

Name of Internal Verifier

Certification can now be claimed for all successful assessments.

Signed (Internal Verifier) Date

Appendix 1

Forms

Form 2

Assessment front sheet and feedback record
DTLLS (Mathematics Numeracy) Level 5



Assessment title

Related unit(s)

Type

eg theory or practical

Candidate name

Enrolment number

Date issued

Date submitted

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

Signature of candidate Date

Marker's feedback:

Continue on separate sheet if necessary, see overleaf.

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

Marker's feedback:

(Continued from previous page)

Marker's name:

Grade:

Date:

Resubmission date (if referred):

Grade:

Date:

IV's name (if sampled):

Date:

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

Appendix 1 **Forms**
Form 3 Scheme of work



Teacher

**Course/
Qualification**

Group

**Duration:
from – to**

No of Sessions

Delivery hours

Venue

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

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

Appendix 1 Forms
 Form 4 Session plan

Teacher	Date	Room
Course/topic	Time	Duration
Aim		

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

Appendix 1 Forms

Form 5

Self evaluation: session plan

Date of session evaluated:

Topic covered:

Session number:

Strengths	Areas for development	Action and improvements required

Appendix 1 Forms

Form 6

DTLLS (Mathematics Numeracy) Observation
Report

This is a three page pro forma.

Name of candidate

Date

Aim of session

(as on session plan)

Length of session

**A total of 10 hours
must be observed
over a minimum of
10 occasions**

(see section 2.3)

Minimum length of
delivery/observation is
30 minutes.

**Length of
observation**

Preparation

Did the candidate

Y/N

Comments

check the environment and
resources beforehand?

take into account any health
& safety issues?

ensure there were enough
resources for all learners?

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

Delivery

Did the candidate

Y/N

Comments

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

establish and maintain a
rapport with the
individual/group?

demonstrate knowledge of
their subject?

take into account different
learning styles, eg VARK?

Did the candidate	Y/N	Comments
--------------------------	------------	-----------------

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

communicate effectively at an appropriate level?

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

appear confident and professional?

check that learning was taking place?

Include assessment opportunities in the delivery?

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

integrate the minimum core into their delivery?

Monitoring

Did the candidate	Y/N	Comments:
--------------------------	------------	------------------

ask questions and involve the individual/group where appropriate?

give positive feedback where relevant?

summarise the session?

achieve their aim/objective/learning outcomes?

clear the area afterwards?

complete relevant records?

Identify opportunities for learners to provide feedback?

evaluate their session?

Give examples of how learning took place

Overall feedback:

Observer signature: Name: Date:

Appendix 1 Forms

Form 7

Self evaluation:
Micro-teaching / teaching practice delivery



Session date

Delivered by

Title of session

Length of session

Strengths:

Areas for development:

Action required to improve the same session for the future:

Candidate signature: Date:

Appendix 1 Forms

Form 8

Peer group/ tutor evaluation and feedback
Micro-teaching / theory assessments



Session date

Delivered by

Title of session

Length of session

Strengths:

Areas for development:

Action required to improve the same session for the future:

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

Name: Signature:

Appendix 1 Forms

Form 9 Teaching practice log

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

**Candidate's
name**

**Enrolment
number**

Date	Length of session	Aim (as in session title)	Location	Observed by	Supporting evidence reference number (for scheme of work, session plans, self evaluation, observer's report etc)

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

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

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

Preparation

Did the candidate	Y/N	Comments
check the environment and resources beforehand?		
take into account any health & safety issues?		
ensure the assessment requirements were relevant to the qualification being assessed?		
ensure the planned assessment method would meet learner needs?		
agreed an assessment plan with the learner(s)?		

Assessment

Did the candidate	Y/N	Comments
establish and maintain a rapport with the learner(s)?		
explain the assessment process and requirements?		

Did the candidate	Y/N	Comments
--------------------------	------------	-----------------

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

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

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

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

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

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

Feedback

Did the candidate	Y/N	Comments
--------------------------	------------	-----------------

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

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

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

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

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

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

Overall feedback:

Overall feedback:

Large empty rectangular box for providing overall feedback.

Observer signature: Name: Date:

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

**Candidate
name**

Tutor name

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

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

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

Candidate signature: Date:

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

This is a three page pro forma.

Name of candidate	Date
--------------------------	-------------

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

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

Preparation

Did the candidate	Y/N	Comments
--------------------------	------------	-----------------

check the environment and resources beforehand?

take into account any health & safety issues?

ensure there were enough resources for all learners?

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

Delivery

Did the candidate	Y/N	Comments
--------------------------	------------	-----------------

deliver an introduction, main content and conclusion?

establish and maintain a rapport with the individual/group?

demonstrate knowledge of their subject?

Did the candidate	Y/N	Comments
--------------------------	------------	-----------------

take into account different learning styles, eg VARK?

use a range of activities as appropriate?

use relevant resources as appropriate?

communicate clearly and effectively?

appear confident and professional?

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

Monitoring

Did the candidate	Y/N	Comments:
--------------------------	------------	------------------

ask questions and involve the individual/group where appropriate?

give positive feedback where relevant?

summarise the session?

achieve their aim/objective/learning outcomes?

clear the area afterwards?

Identified opportunities for learners to provide feedback?

evaluate their session?

Give examples of how learning took place:

Overall feedback:

Observer signature: Name: Date:

Appendix 2 Example tutorial review



Name of candidate

Name of tutor

General comments/update from last tutorial:

Issues discussed today:

Action required:

By when:

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

Candidate signature:

Date:

Tutor signature:

Date:



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

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

Name of candidate

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

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

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

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

Candidate signature:

Date:

Module no:

Module title:

Candidate declaration:

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

Candidate name:

Candidate enrolment number:

Candidate signature: Date:

Assessor declaration:

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

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

Assessor name:

Assessor signature: Date:

Countersignature: (if relevant) Date:

Internal verifier declaration:

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

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

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

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

Not sampled

Internal verifier name:

Internal verifier signature: Date:

Countersignature: (if relevant) Date:

Appendix 6 Accreditation, national frameworks and qualification level descriptors

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

Nation	Who to contact	Website
England	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	The Scottish Qualifications Authority	www.sqa.org.uk
Wales	The Department for Education, Lifelong Learning and Skills Wales	www.new.wales.gov.uk
Northern Ireland	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

Appendix 7 Summary of City & Guilds' assessment policies

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

Centres must meet a set of quality criteria including:

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

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

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

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

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

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

Appendix 8 Funding

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

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

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

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

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

Appendix 9 City & Guilds contacts

City & Guilds websites

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

Contacting City & Guilds by e-mail

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

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

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