



## Level 5 Diploma in

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# Education and Training (including Teaching English: ESOL) (QCF)

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## Specification

Ofqual Accreditation Number: 601/0587/2

Ofqual Accreditation Start Date: 1<sup>st</sup> September 2013

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Ofqual Certification End Date: 31<sup>st</sup> May 2019

## ASCENTIS' MISSION STATEMENT

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### **'Building Partnerships to Advance and Accredit Lifelong Learning for All.'**

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#### **About Ascentis**

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

**Ascentis** is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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## **DIPLOMA IN EDUCATION AND TRAINING (INCLUDING TEACHING ENGLISH: ESOL)**

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### **Introduction**

The Level 5 Diploma in Education and Training (including Teaching English: ESOL) prepares trainee teachers to teach in a generic context and an environment with ESOL learners. The diploma is suitable for teachers, tutors and trainers who may be working in an FE college, Adult and Community Learning Centre or Learning Provider and for those delivering work based training such as within voluntary, community, private or public organisations.

The Diploma gives the candidate the underpinning knowledge, understanding and skills needed to confirm occupational competence. This includes the planning and delivering of schemes of work and sessions, negotiation of individual goals, different teaching and learning strategies, communication issues and exploring a range of assessment practices. Additionally candidates can achieve 3 of the units included within the standalone Diploma in Teaching English: ESOL in order to meet the specialist pathway requirement. Teaching practice is a requirement of the qualification.

There are several features of this qualification that make it very appropriate for their target learners:

- Ascentis-devised assessment strategy and tasks designed to cover all the assessment criteria within the mandatory units and optional standalone units
- The assessment strategy, a combination of the Personal and Professional Practice File (3PF) and assessment tasks, is a distinctive and holistic approach to the assessment requirements of the qualifications and highly relevant to candidates working or intending to work within a wide range of learning environments in education and training
- Centre-devised assessment tasks are permissible provided they are approved by Ascentis before commencement of delivery
- Can be achieved by pre-service or in-service candidates, part-time or full-time.

### **Aims**

The aims of the qualifications are to enable learners:

- 1 To understand the roles and responsibilities in relation to teaching
- 2 To understand appropriate teaching and learning approaches within the candidate's specialist area
- 3 To plan, deliver and evaluate teaching sessions
- 4 To have a sound subject knowledge base for teaching ESOL learners in a range of teaching and learning contexts
- 5 To understand the use of assessment methods and record-keeping

**The purpose of this qualification in the QCF is to 'confirm occupational competence' (D1).**

### **Target Group**

This qualification is aimed at a range of learners, including:

- Pre-service and in-service candidates who need a teaching qualification to confirm occupational competence for their role as a teacher, trainer or tutor within an FE college, Adult and Community Learning Centre or Training Provider
- Candidates delivering work based training within voluntary, community, private and public organisations.
- Those with the Level 5 Diploma in Teaching English: ESOL and who now wish to have a teaching qualification.

Ofqual Qualification Accreditation Number: **601/0587/2**

## Rationale for the Rules of Combination

To achieve the qualification, the learners must achieve a total of 120 credits.

- 75 credits from Group A
- 30 credits from Group B
- 15 credits from Group C

## Rules of Combination

<b>Level 5 Diploma in Education and Training (including Teaching English: ESOL)</b>				
<b>Minimum credits: 120</b>				
<b>Minimum credit value at level of qualification or above: 100</b>				
<b>Group A</b>				
<b>Credit (from Group A) Mandatory units: 75</b>				
<b>Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>	<b>QCF Unit ref</b>
Teaching, learning and assessment in education and training	4	20	65	H/505/0912
Theories, principles and models in education and training	5	20	60	A/505/0818
Developing teaching, learning and assessment in education and training	5	20	65	R/505/0923
Wider professional practice in education and training	5	15	50	J/505/0837
<b>Group B</b>				
<b>Credit ( from Group B) units: 30</b>				
ESOL teaching and learning	5	15	40	M/505/0783
ESOL theories and frameworks	5	15	40	A/505/0785
<b>Group C – Optional Units</b>				
<b>Minimum credit ( from Group C) Optional units: 15</b>				
ESOL and the learners	5	15	40	F/505/0786
Literacy, ESOL and the learners	5	15	40	Y/505/0776
<b>Credits from equivalent Units:</b> Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
<b>Credits from exemptions:</b> Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for any unit.

## Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 360

## Time Limit for the Process of Credit Accumulation or Exemptions

Credit accumulation-usually within the life span of the qualification.

## Links to other qualifications in the Education and Training suite

Candidates are not required to have achieved a Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector or a Level 3 Award in Education and Training or a Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector or a Level 4 Certificate in Education and Training before undertaking a Level 5 Diploma in Education and Training (including Teaching English: ESOL).

There is no transfer of practice, and no transfer of observed and assessed practice hours, from a previously achieved Level 3 Award in Education and Training for candidates who are progressing directly to the Level 5 Diploma in Education and Training (including Teaching English: ESOL).

Candidates who have completed the Level 4 Certificate in Education and Training and who are progressing onto the Level 5 Diploma in Education and Training (including Teaching English: ESOL) should have their prior achievement recognised. Recognition of Prior Learning (RPL) will apply between the mandatory credit from the Certificate and the Level 4 unit *Teaching, learning and assessment in education and training* from the Level 5 Diploma in Education and Training (including Teaching English: ESOL). Candidates should not be required to present further evidence other than that necessary to demonstrate that their prior learning is at Level 4.

In addition, candidates with a Level 4 Certificate in Education and Training may also use some of the evidence of practice, including observed and assessed practice to meet the practice requirements for the Level 4 unit *Teaching, learning and assessment in education and training* and towards the overall minimum practice requirements, including observed and assessed practice requirements of the Level 5 Diploma in Education and Training (including Teaching English: ESOL). Further details are in Appendix 4.

Candidates who have completed the Level 5 Diploma in Teaching English: ESOL can use the units to meet the optional credit requirement of this qualification. In addition they may transfer a maximum of 50 hours of practice towards the overall 100 hours required together with a maximum of two observed assessments towards the overall minimum of 8 observed assessments of practice needed.

The following units from the standalone specialist qualifications are available as optional units in the Level 5 Diploma in Education and Training qualification:

- ESOL theories and frameworks (Level 5)
- ESOL and the Learners (Level 5)
- Literacy, ESOL and the Learners (Level 5)

### **Minimum core of literacy, language, numeracy and ICT**

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector. The minimum core document comprises three sections:

- Language and literacy
- Numeracy
- Information and communication technology (ICT).

Each of these sections comprises two parts:

- Part A – knowledge and understanding
- Part B – personal skills

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications. Details can be found in the document, *Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes* (LLUK, 2007; updated LSIS, 2013)

Elements of the minimum core should be selected appropriate to the context and needs of each cohort of trainee teachers. The selected elements should be delivered and assessed across the following mandatory units:

- Teaching, learning and assessment in education and training (Level 4)
- Developing teaching, learning and assessment in education and training (Level 5).

### **Recommended Prior Knowledge, Attainment and/or Experience**

As part of the selection process for entry onto this qualification programme all potential candidates should be interviewed and undertake an initial assessment of their skills in English, mathematics and ICT. All

candidates should record their development needs and, where applicable, agree an action plan to address them. If candidates join the qualification programme having already completed a Level 3 PTLLS or a Level 3 Award in Education and Training and/or a Level 4 CTLLS or a Level 4 Certificate in Education and Training, their record of development needs and previous action to address them should be reviewed. Opportunities to continue to develop these personal skills should be made available across the mandatory units.

As part of the selection process for entry on to the course, all potential learners will need to evidence Level 3 personal skills in English.

The LSIS entry criteria and how they may be evidenced are detailed in the following document, 'Criteria for Entry to mathematics (Numeracy) and English (Literacy and ESOL) teacher training in the lifelong learning sector', LSIS (June 2007, amended 2010).

Ascentis offers the Level 3 Award in English for Literacy and Language Teaching. This covers the entry criteria for English and can be used as a 'bridging' programme for potential trainees needing to improve their skills before joining a teacher training programme.

A minimum of at least 100 hours of teaching practice is required for the Diploma. At least 50 hours teaching practice must be within an ESOL specialist area.

Centres need to ensure that candidates are selected for suitability on the course establishing that they meet the following minimum criteria:

- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Do not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults
- Hold a relevant vocational and/or academic qualification of at least the level above that of their learners and ideally a minimum Level 3 qualification in his/her own area of specialism

### **Age Range of Qualification**

This qualification is suitable for learners aged 19+.

### **Opportunities for Progression**

Candidates who have achieved the Level 5 Diploma in Education and Training (including Teaching English: ESOL) may choose to undertake one of the following specialist qualifications:

- Level 5 Diploma in Teaching Disabled Learners
- Level 5 Diploma in Teaching English: Literacy
- Level 5 Diploma in Teaching Mathematics: Numeracy

### **Mapping/Relationship to National Occupational Standards**

The units for this qualification were written by LSIS and are underpinned by:

- *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector* (LLUK, 2007)
- *Application of the professional standards for teachers of English(Literacy and ESOL)*

### **Resources to Support the Delivery of the Qualification**

These are outlined in Appendix 9.

### **Centre Recognition**

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).



## Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Registration

All learners must normally be registered within seven weeks of commencement of a course via Rhombus (the Ascentis learner registration portal). The 'Rhombus Step by Step Guide' can be downloaded from the Ascentis website at [www.ascentis.co.uk/rhombus](http://www.ascentis.co.uk/rhombus).

## Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

## Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement, for candidates with particular requirements reasonable adjustments may be made in order that candidates can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any candidate suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Key Information/Policies area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements for the *Ofqual General Conditions* (November, 2012). Full details of this procedure, including how to make an application, are available from the Key Information/Policies area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## ASSESSMENT AND VERIFICATION ARRANGEMENTS

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### Assessment

#### Internal Assessment

To achieve the Diploma evidence of achievement of all the assessment criteria must be demonstrated, together with at least 100 hours of teaching practice, of which 50 must be in an ESOL context. There must be at least 8 observations totalling a minimum of 8 hours. Any single observation must be a minimum of 30 minutes.

Part of the Ascentis-devised assessment strategy is the Personal and Professional Practice File (3PF), detailed in a separate document. This is a dynamic document that encourages a holistic approach to the Diploma programme and develops incrementally as the candidate progresses through the programme. The 3PF can be downloaded via Rhombus, the Ascentis E-Portal, at [www.ascentis.co.uk/rhombus](http://www.ascentis.co.uk/rhombus).

In addition assessment tasks are provided that supplement the 3PF to ensure coverage of all the units of the qualification. The 3PF and the assessment tasks are designed to meet the needs of candidates working or intending to work within a wide range of learning environments within Education and Training. Ascentis-devised assessment tasks are available but centres may devise their own if there is a rationale for moving away from the Ascentis devised assessment strategy. These will need to be approved by Ascentis prior to delivery. Centre-devised assessment tasks should be submitted using the cover sheet provided in Appendix 6.

The 3PF and all assessment tasks should be internally verified within the centre. Ascentis will arrange external verification at a time convenient to the centre, and certification is available throughout the year.

#### Completion of the 3PF and assessment tasks

Candidates need to complete the 3PF and the appropriate assessment tasks for each unit according to the rules of combination, in order to achieve the qualification. The 3PF and assessment tasks are marked within the centre by an assessor who may or may not be the tutor delivering the course. Tutors/assessors should consider whether all the assessment criteria that the 3PF/assessment tasks covers have been met. All assessment criteria across the units being taken must be achieved in order to gain the qualification.

The tutor/assessor must be confident that the work is the candidate's own work. For example, this can be ensured by completion of at least part of an assessment task within a supervised classroom environment. The Summary Record of Achievement which includes a statement on authentication should be signed by both the candidate and assessor. The summary sheet is found in Appendix 1.

If candidates fail to meet the required standard for any of the assessment tasks, after re-drafting and re-submitting up to three times, further support will need to be provided by the tutor and mentor in order that they are able work towards the standard. Individual Learning Plans may need to be reviewed in order that support for the candidate is identified and provided.

#### Generic Criteria

All candidates' evidence needs to demonstrate that they have met the generic criteria for each unit as well as covering the appropriate assessment criteria within the unit.

Generic criteria and QCF level descriptors can be found in Appendix 5.

#### Teaching Practice and Assessed Observations

In order to successfully achieve the Diploma, candidates must complete a minimum of 100 hours of teaching practice. Of the 100 hours, 50 hours must be in an ESOL teaching and learning environment. There must be a minimum of 8 observations totalling a minimum of 8 hours and any single observation session must be of a minimum of 30 minutes. A minimum of four observations must be in an ESOL

context. There is a requirement to evidence working with groups of learners to achieve this qualification. In addition practice must be undertaken within at least two of the three levels in the ESOL curriculum – Entry level and one other (Level 1 or Level 2).

Appendix 4 summarises the practice requirements for the qualification’s mandatory units. The eight observations must be linked to the following units:

- Teaching, learning and assessment in education and training (Level 4)
- Developing teaching, learning and assessment in education and training (Level 5)
- ESOL teaching and learning (Level 5)

To be eligible for the award of credit for any of the above mandatory units, a candidate must be able to provide evidence of a minimum of two assessed observations of practice that meets the required standard of practice. To be eligible for the award of credit for the specialist practice units, a candidate must be able to provide evidence of a minimum of four assessed observations of practice that meet the required standard of practice. There should be at least one assessed ESOL observation at Entry Level.

**The achievement of the unit Theories, principles and models in education and training (Level 5) is a prerequisite for achievement of the unit Developing teaching, learning and assessment in education and training (Level 5).**

Observed teaching practice should take place at regular intervals throughout the course to allow time for candidate reflection and development. Pro forma for the observed teaching report are available as follows:

- Generic teaching pro forma – Appendix 2
- Specialist teaching pro forma – Appendix 3

It is recommended that any assessed observations of practice demonstrating the characteristics of Inadequate practice (Grade 4) identified in Appendix 7 should not be included in the total number of assessed observations of practice required for the qualification. However, these observations should be recorded and detailed feedback provided to the trainee teacher.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in Appendix 7 be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor the trainee teachers’ progress towards meeting developmental points and achieving a Good standard of practice (Grade 2) by the end of their programme. A tracking document is available to download from the website [www.ascentis.co.uk](http://www.ascentis.co.uk)

Ascentis recommends that **at least four hours** of observed and assessed practice should demonstrate Grade 2 characteristics, two hours of which should be in the specialist context.

In the case of candidates who are already teaching, their own classes may be used for teaching practice. For other candidates, teaching practice may be individually arranged in appropriate, existing classes. Any appropriate location for teaching practice will allow a trainee teacher to meet the requirements of the standards. However there are particular requirements for certain units which are detailed below. Centres should ensure that teaching practice placements enable candidates to meet the requirements of the programme in relation to teaching hours, number of observations and assignments. Centres should also ensure that candidates are supported by appropriately qualified staff whilst on placement. The support could be provided by the core delivery team or by a mentor, who must also meet the criteria for staff as specified in the section on centre staffing below.

Initial teacher training providers should ensure that trainee teachers have access to as many of the following elements within their teaching practice as possible:

- A number of teaching practice locations/settings/contexts
- Teaching across more than one level
- Teaching a variety of learners
- Teaching individuals and groups
- Experience of non-teaching roles
- Gaining subject specialist knowledge through workplace mentoring

If the candidate does not complete the required 100 hours of teaching practice within the duration of the course, the opportunity to make up the required number of hours should be provided by an agreed deadline. In these circumstances, the award of the diploma will be withheld until the teaching practice hours are completed.

Centres will need to ensure that evidence of completion of the required amount of teaching practice is available at external verification.

There is no transfer of practice, and no transfer of observed and assessed practice hours from a previously achieved Level 3 Award in Education and Training.

Candidates who have completed the Level 4 Certificate in Education and Training may use 20 hours of practice as follows:

- To meet the practice requirement for the Level 4 unit Teaching, learning and assessment in education and training
- Towards the overall minimum practice requirements of 100 hours for the Level 5 Diploma in Education and Training (including Teaching English: ESOL)

Candidates who have completed the Level 4 Certificate in Education and Training may use a maximum of two observed assessments of practice as follows:

- To meet the observed and assessed practice requirement for the Level 4 unit Teaching, learning and assessment in education and training
- Towards the overall minimum eight observed assessments of practice for the Level 5 Diploma in Education and Training (including Teaching English: ESOL)

Candidates who have completed the Level 5 Diploma in Teaching English: ESOL may transfer the following:

- A maximum of 50 hours of practice towards the overall minimum practice requirement of 100 hours for the Level 5 Diploma in Education and Training (including Teaching English: ESOL).
- A maximum of 2 observed assessments of practice towards the overall minimum of eight observed assessments of practice for the Level 5 Diploma in Education and Training (including Teaching English: ESOL)

### **Centre-devised Assessment Tasks**

Centre-devised assessment can be devised if there is a rationale for moving away from the Ascentis devised assessment strategy. Centre devised assessment tasks must cover all the learning outcomes and assessment criteria within the unit. They will need to be approved by Ascentis prior to delivery. Centre-devised assessment tasks should be submitted on the cover sheet in Appendix 6.

### **Verification**

#### **Internal Verification**

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal verification of this programme will be co-ordinated by a named co-ordinator at each centre, who will liaise with Ascentis. The co-ordinator may also act as the internal verifier. Internal verification will be carried out through standardisation activities including the internal verification of portfolios evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Verifiers to ensure that assessors' decisions are sampled and monitored throughout the qualification to ensure consistency and fairness. Internal Verifiers are also responsible for supporting assessors by offering advice and guidance. Further information is available from the Key Information/Policies area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

Ascentis External Verifiers will confirm the Internal Verification activities at their visit.

#### **External Verification**

Accredited centres will normally be visited twice a year for external verification although more frequent verifications can be requested from Ascentis, for which there is usually an additional charge. The focus of the external verification visits will include:

- Verification of a sample of the learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with standards across other centres
- Confirmation of coverage of all the assessment criteria required for each unit and the rules of combination required for the full Diploma.
- Staff development, including guidance and support for all assessors and internal verifiers

### **Knowledge, Understanding and Skills required of Assessors and Internal Verifiers**

All those delivering units and/or observing and assessing practice for the Level 5 Diploma in Education and Training (including Teaching English: ESOL) must have:

- a teaching qualification equivalent to QCF Level 5 or above;
- evidence of relevant teaching experience in an education and training context;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes

There are additional requirements for those who deliver and/or observe and assess practice for the following units:

- ESOL teaching and learning
- ESOL theories and frameworks
- ESOL and the learners
- Literacy, ESOL and the learners

They must have:

- a Level 4 specialist qualification or Level 5 Diploma or equivalent qualification in the relevant specialist area;
- evidence of relevant teaching experience in a context with ESOL learners;
- in-depth knowledge of the specialist area;

**Centre staffing will be checked as part of the centre approval process, which will ask for copies of CVs and teaching certificates.**

## UNIT SPECIFICATIONS

### Teaching, learning and assessment in education and training

**Credit Value of Unit: 20**
**GLH of Unit: 65**
**Level of Unit: 4**

#### Introduction

The purpose of this unit is to provide the learner with knowledge, understanding and skills relating to teaching, learning and assessment in education and training. It includes understanding the role and responsibilities of a teacher in education and training, agreeing individual learning goals and planning, delivering and assessing inclusive teaching and learning. It involves creating and maintaining an inclusive learning environment and evaluating one's own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.

Learning Outcomes	Assessment Criteria	3PF
The learner will	The learner can	
1 Understand roles, responsibilities and relationships in education and training	1.1 Analyse own role and responsibilities in education and training	TRL
	1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	TRL
	1.3 Analyse the relationships and boundaries between the teaching role and other professional roles	TRL
	1.4 Describe points of referral to meet the needs of learners	TRL
2 Be able to use initial and diagnostic assessment to agree individual learning goals with learners	2.1 Explain why it is important to identify and meet the individual needs of learners	PDE
	2.2 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals	PDE
	2.3 Use methods of initial and diagnostic assessment to agree individual learning goals with learners	PDE
	2.4 Record learners' individual learning goals	PDE
3 Be able to plan inclusive teaching and learning	2.1 Devise a scheme of work in accordance with internal and external requirements	PDE
	2.2 Design teaching and learning plans which respond to: <ul style="list-style-type: none"> <li>• the individual goals and needs of all learners; and</li> <li>• curriculum requirements</li> </ul>	PDE
	2.3 Explain how own planning meets the individual needs of learners	PDE
	2.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners	PDE
	2.5 Identify opportunities for learners to provide feedback to inform inclusive practice	PDE
4 Be able to create and maintain a safe, inclusive teaching and learning environment	4.1 Explain why it is important to promote appropriate behaviour and respect for others	PDE
	4.2 Explain ways to promote equality and value diversity	PDE
	4.3 Establish and sustain a safe, inclusive learning environment	PDE

5 Be able to deliver inclusive teaching and learning	5.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners	PDE OR RJ
	5.2 Analyse benefits and limitations of communication methods and media used in own area of specialism	PDE
	5.3 Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners	RR
	5.4 Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners	PDE OR
	5.5 Demonstrate ways to promote equality and value diversity in own teaching	PDE OR
	5.6 Adapt teaching and learning approaches and resources, including technologies to meet the individual needs of learners	PDE OR
	5.7 Communicate with learners and learning professionals to meet individual learning needs	PDE OR TRL RoD
6 Be able to assess learning in education and training	6.1 Explain the purposes and types of assessment used in education and training	PDE
	6.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners	PDE
	6.3 Use types and methods of assessment, including peer and self-assessment to: <ul style="list-style-type: none"> <li>• involve learners in assessment</li> <li>• meet the individual needs of learners</li> <li>• enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current; and</li> <li>• meet internal and external assessment requirements</li> </ul>	PDE
	6.4 Use questioning and feedback to contribute to the assessment process	PDE
	6.5 Record the outcomes of assessments to meet internal and external requirements	PDE
	6.6 Communicate assessment information to other professionals with an interest in learner achievement	TRL
7. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	7.1 Analyse ways in which the minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning	PDE
	7.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning	PDE OR
8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning	8.1 Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning taking account of the views of learners and others	RJ PDE
	8.2 Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning	RJ RoD

### Indicative Content

- The teacher/tutor/trainer's contractual obligations relating to planning, enabling and assessing learning
- Key features of relevant legislation and national codes of professional practice: e.g. equality and diversity, health and safety, DDA
- The boundaries of the teacher/tutor/trainer's responsibility and authority
- Points of referral for learners: e.g. learner advice services, learner support services, learning support services
- Individual learning needs: e.g. learning preferences, learning styles, learning difficulties and/or disabilities
- Initial Assessment: e.g. assessment tools and methodologies, questioning techniques, ways of collecting and recording information on learning aims and needs; strengths and limitations of types and methods initial of assessment in relation to individual and group learning needs
- Use of initial and diagnostic assessment to identify individual goals and needs
- Curriculum requirements: e.g. academic, vocational, technical, practical, English / Mathematics / ICT, awarding / professional body regulations
- Curriculum interpretation: e.g. specifications, schemes of work (content - e.g. topics, aims and objectives, teaching and assessment methods, resources) and session plans; teaching and learning strategies, tutor activities, learner activities, assessment methods, resources, timings, strategies for differentiation, language / literacy / numeracy /functional skills integration
- Teaching and learning approaches: e.g. the range of methods to promote and enable learning: small groups, pairs, role play, presentations, demonstrations, instruction, coaching, Q and A, simulation, learning triads, discussion, practical activities, jigsaw method, snowball etc., benefits and limitations of teaching and learning approaches
- Equality and Diversity Issues and the relevant legislation: e.g. DDA, Health and Safety, RDA, SDA, ADA, ways to promote Equality and Diversity in own practice
- Effective learning environments: e.g. health and safety, ground rules- trust and support, mutual respect, confidentiality, maintaining interest and motivation, impact of different teaching styles and strategies, promoting learner participation, challenging inappropriate behaviour ,layout of room, physical comfort (heating, lighting, noise levels,)
- How to facilitate learning for all e.g. differentiation of learning activities, resources, Access for All
- Strengths and limitations of types and methods of assessment: e.g. in relation to individual and group learning needs, validity, reliability and fairness, in relation to producing current, authentic and sufficient evidence
- Communication: e.g. How to put learners at ease, types of communication: verbal, non-verbal, facial expressions, body language, cultural differences, active listening, how to avoid bias. groups, 1:1, Effective communication: e.g. clear and concise information, clear expression of ideas, listening and responding to learners, questioning techniques, managing discussion, role of audio visual aids, ICT, benefits and limitations of communication methods and media
- Teaching and learning resources and materials: e.g. hand-outs, worksheets, case studies, diagrams and charts, textbooks, journals, magazines, leaflets, TV and video, slide projector, data panel, internet, intranet, real objects including how to evaluate learning resources for suitability for the learner: Readability SMOG, fonts, font sizes, page layout.



- Learning preferences: e.g. visual, auditory, kinaesthetic
- Inclusive learning; Identifying and meeting individual learning needs, Liaising with parties offering curriculum support: e.g. Learning and Resource Centre, Learning Support, Learner Support., Language / Literacy / Numeracy / Functional Skills workshops
- How to adapt learning resources for learners of differing abilities.
- Strengths and limitations of teaching resources in relation to individual and group learning needs
- How technologies can be used to adapt the teaching to meet learners' needs.
- How resources and teaching strategies can be adapted to meet learners' needs
- Types of assessment: initial, diagnostic, formative, summative, purposes of different types of assessment
- Assessment methods: e.g. multiple choice questions, short answer questions, essays, projects, coursework, examinations, practical activities, observations, discussion, question and answer, peer assessment, self-assessment
- Systems and procedures for recording assessment information: e.g. internal and external requirements, flow of information, learner involvement, confidentiality
- Effective feedback: e.g. identifying strengths and areas for development, focussing on specifics, timing of feedback, mode of feedback – oral, written, 1:1, whole group
- Minimum Core: Demonstrating and developing own literacy, language, ICT and mathematic in line with minimum core requirements and awareness of personal, social and cultural factors influencing language, literacy, mathematical and ICT learning and development of learners.
- Reflection, evaluation and feedback: personal reflection on the content and delivery of teaching and learning and how to develop skills further. Using feedback from others to improve own practice. e.g. role of reflection, methods of evaluation, content of evaluations, the importance of learner feedback, peer feedback, external feedback, manager feedback

## UNIT SPECIFICATIONS

### Theories, principles and models in education and training

**Credit Value of Unit: 20**
**GLH of Unit: 60**
**Level of Unit: 5**

#### Introduction

The purpose of this unit is to provide the learner with knowledge and understanding of theories, principles and models applied to education and training. It includes application of theories, principles and models of learning, communication and assessment in education and training, the application of theories and models of curriculum development within own area of specialism, and the application of theories and models of reflection and evaluation to the evaluation of own practice.

**This unit is a prerequisite for the Developing, teaching, learning and assessment in education and training (Level 5) unit.**

Learning Outcomes	Assessment Criteria	3PF
The learner will	The learner can	
1 Understand the application of theories, principles and models of learning in education and training	1.1 Analyse theories, principles and models of learning	PDE
	1.2 Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment	PDE
	1.3 Analyse models of learning preferences	PDE
	1.4 Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment	PDE
2 Understand the application of theories, principles and models of communication in education and training	2.1 Analyse theories, principles and models of communication	PDE/RoD
	2.2 Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment	PDE
3 Understand the application of theories, principles and models of assessment in education and training	3.1 Analyse theories, principles and models of assessment	PDE
	3.2 Explain ways in which theories, principles and models of assessment can be applied in assessing learning	PDE
4 Understand the application of theories and models of curriculum development within own area of specialism	4.1 Analyse theories and models of curriculum development	PDE
	4.2 Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism	PDE
5 Understand the application of theories and models of reflection and evaluation to reviewing own practice	5.1 Analyse theories and models of reflection and evaluation	RJ
	5.2 Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice	RJ

### Indicative Content

- Factors affecting learning and achievement: e.g. personal, social and cultural factors, previous learning experiences, teacher expectations.
- Theories of learning: e.g. cognitive theories (Ausubel, Gagne), constructivist theories (Petty, Piaget, Vygotsky, Dewey, Bruner), behaviourist theories (Pavlov, Thorndike, Skinner), social learning theory (Bandura) humanistic theories (Maslow, Rogers, Knowles), experiential learning theories (Kolb, Dewey), domains of learning.
- Principles of learning: e.g. clear statement of aims and objectives/outcomes, sequencing and chunking learning, relevance and level of material, opportunities for learners to work at own pace, active involvement of learners, timely feedback on progress, law of effect, law of exercise, peer learning.
- Communication: e.g. theories (interpersonal - cognitive dissonance theory, group - accommodation theory), transmission, exchange, context, principles (knowledge of topic, knowledge of audience, knowledge of purpose, dealing with interruptions and objections, presenting information in different ways, use of multiple techniques, listening and responding to learners, questioning techniques, managing discussion, role of audio visual aids, use of technology, managing groups.
- Theories, principles and applications of assessment: e.g. validity, reliability, relevance and transferability, explicitness, transparency and accessibility of assessment information, inclusivity and equity, clear links with course learning outcomes/objectives; manageability of assessment load; use of both formative and summative assessment, assessment for and of learning, timing of assessment and feedback; norm and criterion referencing, benefits and limitations of different approaches to assessment (performance focussed e.g. interview, process focussed e.g. performance of dance, product e.g. essay, constructed response format e.g. labelling a diagram, selected response format, e.g. multiple choice), different types of assessment and their purposes (initial, diagnostic, formative and summative, identifying level, identifying prior knowledge and skills, identifying individual learning goals and needs, measuring/recognising progress and achievement, comparing learners, motivating learners, informing evaluation of teaching and learning), applications of formal and informal assessment and their roles in learning and evaluation, role and value of peer and self-assessment.
- Assessment approaches: e.g. recognition of prior learning, formative and summative models, assessment for and of learning, continuous, modular, end of course/programme, breadth and depth of coverage of learning objectives/outcomes, aligning assessment methods and tasks to learning objectives, controlled assessment.
- Key concepts in assessment: e.g. validity, reliability, sufficiency, authenticity, currency, fairness, objectivity, discrimination, safety.
- Assessment methods: e.g. question and answer, discussion, multiple choice questions, short answer questions, essays, projects, coursework, examinations, practical activities, role play, simulation, worksheets, observation of tasks and participation/interaction against external specifications and criteria; benefits and limitations of different methods in meeting individual and group learning needs, peer and self-assessment.
- Inclusive learning and teaching environments: e.g. ground rules/learning contracts, promoting learner participation, maintaining interest and motivation, impact of different learning preferences/styles, learner and learning support, trust and mutual respect, confidentiality, challenging inappropriate behaviour, health and safety, layout of room, physical comfort (heating, lighting, noise levels,) availability of and access to inclusive resources including assistive/inclusive learning technologies, celebrating diversity.
- Inclusive learning and teaching activities: e.g. pair work, small group work, whole group discussion, question and answer, role play, simulations, presentations, demonstrations, snowball, jigsaw (Geoff Petty).
- Theories of curriculum development e.g. Product and process models, Subject -Centred Designs and Learner Centred Designs, Ralph Tyler and Hilda Taba Andragogy and Pedagogy

- Planning: e.g. content (teaching and learning strategies, tutor activities, learner activities, assessment methods, resources, timings, strategies for differentiation, language / literacy / numeracy /functional skills integration, use of ICT/ILT, health and safety issues, equality and diversity issues, safeguarding).
- Differentiation: e.g. ways to differentiate (differentiation by outcome, level/ability and by method for different learning preferences/styles (visual /auditory/ kinaesthetic ,pragmatist/ activist theorist/ reflector), (assertive questioning, buzz groups: assertive style, learners creating hand-outs, leaflets or posters, individualised writing task for learners, worksheets, formative quizzes and tests, experiment/practical 'discovery style', learners explaining tasks, learner presentations, guided discovery, teacher questions with wait time, paired learner practice, peer checking, teacher led whole class discussion, learners carrying out research).
- Contractual obligations relating to planning and enabling inclusive learning and teaching e.g. legislation, internal policies and procedures, awarding body regulations.
- Relevant legislation: e.g. Equality Act 2010, Special Educational Needs and Disability Act 2001, Health and Safety at Work Act 1974
- Constructive feedback: e.g. identifying strengths and areas for development, focussing on specifics, timing of feedback, opportunities for learners to ask questions, peer feedback.
- Evaluation of practice: personal reflection on own inclusive practice identifying strengths and areas for improvement in own inclusive practice, methods of evaluation, obtaining and using feedback from others to improve own inclusive practice, the importance of learner feedback, peer feedback, external feedback, manager feedback, plan and implement professional development.

## UNIT SPECIFICATIONS

### Developing teaching, learning and assessment in education and training

**Credit Value of Unit: 20**

**GLH of Unit: 65**

**Level of Unit: 5**

#### Introduction

The purpose of this unit is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning. It involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.

**The unit Theories, principles and models in education and training (Level 5) is a prerequisite for this unit.**

Learning Outcomes	Assessment Criteria	3PF
The learner will	The learner can	
1 Be able to investigate practice in own area of specialism	1.1 Analyse the application of pedagogical principles in own area of specialism	PDE
	1.2 Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism	RJ/OR
2 Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning	2.1 Use initial and diagnostic assessment to agree learners' individual learning goals and learning preferences	PDE
	2.2 Devise a scheme of work taking account of: <ul style="list-style-type: none"> <li>• the needs of learners</li> <li>• the delivery model; and</li> <li>• internal and external requirements</li> </ul>	PDE
	2.3 Design teaching and learning plans which take account of: <ul style="list-style-type: none"> <li>• the individual goals, needs and learning preferences of all learners; and</li> <li>• curriculum requirements</li> </ul>	PDE
	2.4 Identify opportunities for learners and others to provide feedback to inform inclusive practice	PDE
	2.5 Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment	PDE
3 Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment	3.1 Analyse theories of behaviour management	PDE
	3.2 Establish and sustain a safe, inclusive learning environment	PDE OR
	3.3 Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management	PDE
4 Be able to apply theories, principles and models of learning and communication to deliver inclusive teaching and learning	4.1 Design resources that: <ul style="list-style-type: none"> <li>• actively promote equality and value diversity; and</li> <li>• Meet the identified needs of specific learners</li> </ul>	RR OR

	4.2 Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners	PDE OR
	4.3 Demonstrate ways to promote equality and value diversity in own teaching	PDE OR
	4.4 Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression	OR TRL RoD
	4.5 Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication	PDE
5 Be able to apply theories, models and principles of assessment to assessing learning in education and training	5.1 Design assessments that meet the individual needs of learners	PDE
	5.2 Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements	PDE OR
	5.3 Demonstrate the use of assessment data in: <ul style="list-style-type: none"> <li>• monitoring learners' achievement, attainment and progress;</li> <li>• setting learners' targets;</li> <li>• planning subsequent sessions; and</li> <li>• recording the outcomes of assessment</li> </ul>	PDE
	5.4 Communicate assessment information to other professionals with an interest in learner achievement	TRL OR
	5.5 Explain how own assessment practice has taken account of theories, models and principles of assessment	PDE
6 Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	6.1 Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning	PDE
	6.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning	PDE
7 Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning	7.1 Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning	RJ
	7.2 Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning	RJ PDE

### Indicative Content

- Pedagogical principles: application in areas of specialism
- Creative and innovative approaches: use in areas of specialism
- Factors affecting learning and achievement: e.g. personal, social and cultural factors, previous learning experiences, teacher expectations.
- Initial Assessment: e.g. assessment tools and methodologies, questioning techniques, ways of collecting and recording information on learning aims and needs; strengths and limitations of types and methods of assessment in relation to individual and group learning needs
- Theories of learning: e.g. cognitive theories (Ausubel, Gagne), constructivist theories (Petty, Piaget, Vygotsky, Dewey, Bruner), behaviourist theories (Pavlov, Thorndike, Skinner), social learning theory (Bandura) humanistic theories (Maslow, Rogers, Knowles), experiential learning theories (Kolb, Dewey), domains of learning.
- Principles of learning: e.g. clear statement of aims and objectives/outcomes, sequencing and chunking learning, relevance and level of material, opportunities for learners to work at own pace, active involvement of learners, timely feedback on progress, law of effect, law of exercise, peer learning.
- Planning: e.g. content (teaching and learning strategies, tutor activities, learner activities, assessment methods, resources, timings, strategies for differentiation, language / literacy / numeracy /functional skills integration, use of ICT/ILT, health and safety issues, equality and diversity issues, ECM).
- Communication: e.g. theories (interpersonal - cognitive dissonance theory, group – accommodation theory), transmission, exchange, context, principles (knowledge of topic, knowledge of audience, knowledge of purpose, dealing with interruptions and objections, presenting information in different ways, use of multiple techniques, listening and responding to learners, questioning techniques, managing discussion, role of audio visual aids, use of technology, managing groups.
- Contractual obligations relating to planning and enabling inclusive learning and teaching e.g. legislation, internal policies and procedures, awarding body regulations.
- Theories of behaviour management e.g. Skinner
- Individual learning needs: e.g. inclusive learning, learning styles, preferences, difficulties and/or disabilities
- Barriers to learning: e.g. previous learning experiences, social and personal factors
- Inclusive communication processes: e.g. clear and concise information, clear expression of ideas, listening and responding to learners, questioning techniques, managing discussion, role of visual aids, ICT
- Inclusive learning and teaching environments: e.g. ground rules/learning contracts, promoting learner participation, maintaining interest and motivation, impact of different learning preferences/styles , learner and learning support, trust and mutual respect, confidentiality, challenging inappropriate behaviour , health and safety, layout of room, physical comfort (heating, lighting, noise levels,) availability of and access to inclusive resources including assistive/inclusive learning technologies, celebrating diversity.
- Inclusive learning and teaching activities: e.g. pair work, small group work, whole group discussion, question and answer, role play, simulations, presentations, demonstrations, snowball, jigsaw (Geoff Petty).
- Differentiation: e.g. ways to differentiate (differentiation by outcome, level/ability and by method for different learning preferences/styles (visual /auditory /kinaesthetic, pragmatist /activist /theorist / reflector), (assertive questioning, buzz groups: assertive style, learners creating hand-outs, leaflets or posters, individualised writing task for learners, worksheets, formative quizzes and tests, experiment/practical 'discovery style', learners explaining tasks, learner presentations, guided discovery, teacher questions with wait time, paired learner practice, peer checking, teacher led whole class discussion, learners carrying out research.
- Theories, principles and applications of assessment: e.g. validity, reliability, relevance and transferability, explicitness, transparency and accessibility of assessment information, inclusivity and equity, clear links with course learning outcomes/objectives; manageability of assessment load; use of both formative and summative assessment, assessment for and of learning, timing of assessment and feedback; norm and criterion referencing, benefits and limitations of different approaches to assessment (performance focussed e.g. interview, process focussed e.g. performance of dance, product e.g. essay, constructed response format e.g. labelling a diagram,

selected response format, e.g. multiple choice), different types of assessment and their purposes (initial, diagnostic, formative and summative, identifying level, identifying prior knowledge and skills, identifying individual learning goals and needs, measuring/recognising progress and achievement, comparing learners, motivating learners, informing evaluation of teaching and learning), applications of formal and informal assessment and their roles in learning and evaluation, role and value of peer and self-assessment.

- Assessment approaches: e.g. recognition of prior learning, formative and summative models, assessment for, of and as learning, continuous, modular, end of course/programme, breadth and depth of coverage of learning objectives/outcomes, aligning assessment methods and tasks to learning objectives, controlled assessment.
- Key concepts in assessment: e.g. validity, reliability, sufficiency, authenticity, currency, fairness, objectivity, discrimination, safety.
- Assessment methods: e.g. question and answer, discussion, multiple choice questions, short answer questions, essays, projects, coursework, examinations, practical activities, role play, simulation, worksheets, observation of tasks and participation/interaction against external specifications and criteria; benefits and limitations of different methods in meeting individual and group learning needs, peer and self-assessment.
- Use of assessment data; to monitor learning, to inform future learning, to record learning, concepts of achievement, attainment and progress
- Equality and diversity issues for the assessment of learning e.g. Equality Act 2010, Special Educational Needs and Disability Act 2010, culture-fair assessment, learner and learning support services, entitlement and procedures. Learning styles/preferences, ways to promote equality and diversity in own practice
- Reflection, evaluation and feedback: personal reflection on the planning, delivering and assessing of inclusive teaching and learning and how to develop skills further. Using feedback from others to improve own practice. e.g. role of reflection, methods of evaluation, content of evaluations, the importance of learner feedback, peer feedback, external feedback, manager feedback
- Constructive feedback: e.g. identifying strengths and areas for development, focussing on specific, timing of feedback, opportunities for learners to ask questions, peer feedback.
- Minimum Core: how minimum core elements can be integrated and applied when planning and enabling inclusive learning and teaching: personal social and cultural factors influencing language, literacy, numeracy and ICT learning and development and explicit knowledge of language, the four skills of speaking, listening, reading and writing, numeracy communication and processes, and ICT.



## UNIT SPECIFICATIONS

### Wider professional practice in education and training

**Credit Value of Unit: 15**

**GLH of Unit: 50**

**Level of Unit: 5**

#### Introduction

The purpose of this unit is to provide learners with knowledge, understanding and skills relating to wider professional practice in education and training. It includes understanding professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies, and the organisational context of education and training. It also includes understanding and contributing to the quality improvement and quality assurance arrangements of an organisation.

Learning Outcomes		Assessment Criteria	3PF
The learner will		The learner can	
1	Understand professionalism and the influence of professional values in education and training	1.1 Define the concepts of professionalism and dual professionalism in education and training	TRL
		1.2 Explain ways in which own professional values influence own practice in an area of specialism	TRL
2	Understand the policy context of education and training	2.1 Explain ways in which social, political and economic factors influence education policy	TRL
		2.2 Analyse the impact of current educational policies on curriculum and practice in own area of specialism	TRL
3	Understand the impact of accountability to stakeholders and external bodies on education and training	3.1 Explain the roles of stakeholders and external bodies in education and training	TRL
		3.2 Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training	TRL
		3.3 Explain why it is important to work in partnership with employers and other stakeholders in education and training	TRL
		3.4 Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism	TRL
4	Understand the organisational context of education and training	4.1 Explain key aspects of policies, codes of practice and guidelines of an organisation	TRL
		4.2 Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism	TRL
5	Be able to contribute to the quality improvement and quality assurance arrangements of own organisation	5.1 Analyse the quality improvement and quality assurance arrangements of own organisation	TRL
		5.2 Explain the function of self-assessment and self-evaluation in the quality cycle	TRL
		5.3 Evaluate a learning programme taking account of the quality arrangements of own organisation	TRL
		5.4 Identify areas for improvement in a learning programme taking account of the outcomes of evaluation	TRL

### Indicative Content

- Professionalism in the context of education and training: e.g. concepts of professionalism and dual professionalism, professional standards, codes of professional practice, expected behaviours, depth and range of knowledge around subject specialism and learning and teaching, gaining and maintaining QTLS, ITE regulations, updating knowledge and skills, CPD regulations, roles, responsibilities, authority, respect, social inclusion, boundaries, values and judgements, national bodies (BIS, Ofsted, QAA, Ofqual, Skills Funding Agency, UKCES, Sector Skills Councils), contractual responsibilities (schemes of work, lesson plans, registers, ILPs, assessment, maintaining records), professional values, impact of own professional values on own practice
- Contribution of learning to personal development, economic growth and community regeneration: e.g. social inclusion, engaging learners from under-represented groups, inclusive learning, community cohesion, social cohesion, local and regional demography and needs, working in partnerships.
- Government policies: e.g. Skills Strategy, New Challenges New Chances (Further Education and Skills System Reform Plan: Building a World Class System and Skills Investment Statement 2011-2014: Investing in a World Class Skills System), review of informal adult learning, government targets (skills gaps, poverty, immigration, health, housing, social justice, urban and rural regeneration), QCF, implications of policies for practice in the lifelong learning sector and own specialist area, awareness of the need to keep up to date with policies and initiatives.
- Stakeholders and external bodies: e.g. Ofsted, IfL, FE Guild, Ofqual, QAA, Awarding Organisations, Skills Funding Agency and their changes in response to other developments.
- Stakeholders including employers and how education and training can meet their needs; e.g. Employer Ownership of Skills Pilot. Skills Funding Agency, Ofsted and government.
- Policies, codes of practice and guidelines in own organisation; e.g. Safeguarding, Risk Assessments, Inclusion, Equality and Diversity, Learning Support, Initial and diagnostic Assessment, Functional Skills, Qualifications of teaching staff, etc.
- Quality improvement and quality assurance: e.g. organisational quality arrangements and procedures, role and responsibilities in relation to quality improvement, maintaining accurate records of learners' goals, progress and achievement, obtaining learner feedback, internal standardisation/moderation/ verification, course review and evaluation, self-assessment at teacher, course, section and other levels within employing organisation, observations of teaching and learning, reviewing own performance and identifying training needs, distinction between assessment and evaluation, role of assessment and evaluation in the quality cycle, using data (retention rates, success rates and progression rates – how to interpret MIS data and assess its validity and reliability), national benchmarking data, communication of information to others (relevant parties, confidentiality, Freedom of Information Act 2000, Data Protection Act 1998).

## UNIT SPECIFICATIONS

### ESOL teaching and learning

**Credit Value of Unit: 15**

**GLH of Unit: 40**

**Level of Unit: 5**

#### Introduction

The unit aims to enable learners to provide inclusive ESOL teaching and learning. Learners will consider how to plan and deliver inclusive ESOL teaching and learning, how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes, and the use of specialist approaches and tools in the assessment of literacy and language learners. Learners will also evaluate and improve their ESOL practice.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>3PF</b>
The learner will	The learner can	
1. Be able to plan inclusive literacy and language teaching and learning.	1.1 Plan literacy and language teaching and learning to meet the needs of individual ESOL learners using: <ul style="list-style-type: none"> <li>▪ own specialist knowledge of language systems</li> <li>▪ the results of specialist initial and diagnostic assessments</li> <li>▪ specialist curricula</li> </ul>	PDE OR
	1.2 Select literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners.	PDE OR
2. Be able to deliver inclusive literacy and language teaching and learning.	2.1 Adapt and use literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners.	PDE OR
	2.2 Use specialist literacy and language approaches, methods, activities and resources to develop ESOL learners in their: <ul style="list-style-type: none"> <li>▪ awareness of how language works</li> <li>▪ basic literacy</li> <li>▪ speaking and listening skills</li> <li>▪ reading skills</li> <li>▪ writing skills</li> </ul>	PDE OR
3. Be able to use specialist approaches and tools in the assessment of literacy and language learners.	3.1 Identify the skills, knowledge and understanding that can be assessed in ESOL.	PDE OR
	3.2 Select and use specialist approaches and tools to conduct fair and equitable literacy and language assessments of learning.	PDE OR
	3.3 Involve ESOL learners in the processes of assessment.	PDE OR
	3.4 Record relevant specialist assessment information to inform teaching and learning.	PDE OR
4. Be able to evaluate own practice in teaching literacy and language to ESOL learners.	4.1 Reflect on own practice in teaching literacy and language drawing on: <ul style="list-style-type: none"> <li>▪ own research into specialist area</li> <li>▪ assessment data</li> <li>▪ feedback from learners</li> <li>▪ feedback from colleagues</li> </ul>	RJ
	4.2 Identify ways to improve own practice in teaching literacy and language.	RJ TRL PDE

### Indicative Content

#### **Plan inclusive literacy and language learning teaching**

- Use inclusive practice which addresses barriers, such as, attitudes, exclusion or isolation owing to gender, race, age, disability, linguistic differences, etc. to meet the needs of individual ESOL learners. This is not an exhaustive list of potential barriers to learning.
- Incorporate inclusive approaches to teaching and learning (eg. Thompson and Kwitko (2007)) which could include:
  - Making eye contact with all students when you speak to them
  - Treating each student as an individual
  - Calling all students by name where possible
- Plan coherent programmes of learning which incorporate and balance a range of elements, including:
  - Application theories, models, principles of ESOL curriculum design
  - ESOL teacher's 'professional vision'
  - Language and literacy development
  - Study skills
  - The learners and their contexts
- Interpret and use the results of specialist initial and diagnostic assessment to plan for inclusive ESOL teaching and learning.

#### **Deliver inclusive literacy and language teaching and learning**

- Use approaches which take into account the range of learner backgrounds, histories, learning goals and preferences and cognitive styles.
- Have strategies to differentiate teaching and learning according to learners' different skills and previous experiences of literacy and language learning.
- Integrate the development of listening, reading, speaking and writing skills at text, sentence and word level.
- Use the social practice approach to ESOL teaching and learning
- Raise ESOL learners' awareness of linguistic structures to support language learning include:
  - Correction strategies
  - Group work and classroom talk
  - Teaching critical reading in stages ( DARTS, PQ4R)
  - Genre/ language experience approach to writing skills
  - E-learning technologies ( MP3, class blog, interactive presentations etc)
- Support ESOL learners to become 'good language learners' (Norton 1995)
- Use a range of approaches and resources to help learners develop critical reading, writing, speaking and listening skills in a range of authentic contexts, for different purposes and appropriate to their interests, contexts and goals

#### **Use specialist approaches and tools in assessment**

- Principle and approaches to assessment for ESOL learning( learner centred, social interaction etc)
- Select and use different forms of literacy assessment (initial, diagnostic, formative, summative) appropriate to context and purpose.
- Facilitate learner involvement and shared responsibility in the language and literacy assessment process.
- Develop and facilitate peer and self assessment of language and literacy learning.
- Demonstrate awareness of a range of issues related to recording learner progress in ESOL teaching and learning such as: the level of detail regarding literacy and language skills, knowledge and understanding, recording feelings about ESOL learning etc.

#### **Evaluate and improve own practice**

- Reflect on performance via diary, peer observation, learner feedback etc
- Identify opportunities for developing own practice in literacy teaching.
- Engage in appropriate professional development activities to improve own practice such as mentoring/ coaching/ workshops / conferencing etc.

**Assessment method**

Candidates should complete the 3 PF.

**Tutor Guidance**

Please note that this unit also appears in the following Ascentis qualification:

Level 5 Diploma in Teaching English: ESOL

## UNIT SPECIFICATIONS

### ESOL theories and frameworks

**Credit Value of Unit: 15**

**GLH of Unit: 40**

**Level of Unit: 5**

#### Introduction

The unit aims to provide learners with an understanding of ESOL theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to ESOL learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for ESOL learners.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Assessment</b>
The learner will	The learner can	
1. Understand theories and principles relating to language acquisition and learning.	1.1 Analyse theories of first and second language acquisition and learning.	Part 1
	1.2 Analyse language teaching approaches associated with theories of first and second language acquisition and learning.	Part 1
2. Understand theories and principles relating to literacy learning and development.	2.1 Analyse theories of literacy learning and development.	Part 1
	2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development.	Part 1
3. Be able to analyse spoken and written language.	3.1 Analyse ways in which language can be described.	Part 2
	3.2 Explain descriptive and prescriptive approaches to language analysis.	Part 2
	3.3 Identify significant differences between the description and conventions of English and other languages.	Part 2
	3.4 Analyse spoken and written language at: <ul style="list-style-type: none"> <li>▪ text and discourse level</li> <li>▪ sentence and phrase level</li> <li>▪ word level</li> <li>▪ phoneme level</li> </ul>	Part 2
	3.5 Analyse the impact of phonological features of spoken English on the communication of ESOL learners.	Part 2
	3.6 Use key discursal, grammatical, lexical and phonological terms accurately.	Part 2
4. Understand the processes involved in the development of speaking, listening, reading and writing skills.	4.1 Analyse the processes involved in speaking and listening for ESOL learners.	Part 3
	4.2 Analyse the processes involved in reading and writing for ESOL learners.	Part 3
	4.3 Explain the mutual dependence of speaking, listening, reading and writing in literacy and language teaching and learning.	Part 3
	4.4 Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning.	Part 3

### Indicative Content

#### **Language Acquisition**

- Theories of first and second language acquisition and learning e.g. Inter language, hypothesis formation.
- Application of key theories to practices with reference to past and current language teaching methodologies e.g. Structuralist approach, behaviourist models, task/activity-based learning etc.

#### **Literacy Development**

- The New Literacy Studies and the moving away from the traditional cognitive skills model of literacy.
- The ideological versus the autonomous model of literacy as described by Street (1995). The deficit model approach to literacy learners and teaching.
- The notion of 'literacies' rather than one single literacy (Barton, Hamilton, Appleby etc).
- Be aware of theories relating to:
  - Reading and application to practice.
  - Discourse and application to practice.
  - Syntax and implications for literacy learning.
  - Study of semantics / pragmatics / signs and symbols.

#### **Describing and analysing language**

- Key features of language and ways in which spoken language differs from written language e.g. less formal; frequency of incomplete sentences and vague language; importance of intonation etc.
- Analysis of spoken and written language:
  - At text level e.g. Understanding of discourse analysis, genre analysis; Choice of appropriate conventions and formats for different genres; Choice of grammar, lexis appropriate for purpose, content, audience; Typographical features;
  - At discourse level e.g. Role of intonation in discourse - highlighting new information, drawing attention to important points, showing contrast, etc.
  - At sentence/phrase level e.g. Sentence structure and sentence type including constituents and word order of simple, compound and complex sentences; Clause and phrase structure; Classifications of nouns; Pronouns; Adjectives; Adverbs; All tenses;
  - At word level e.g. Study of phonetics, phonology and English sound system; Formation and description of English phonemes ; Consonants and consonant clusters, long and short vowels and diphthongs;

#### **Processes involved in the development of:**

- Reading and writing. Range of features used to help decode meanings, e.g.
  - Strategies to read new words – prefixes, suffixes, syllables.
  - Strategies to read and understand a range of text types.
  - Word order and function.
- Speaking and listening e.g. Different levels of spoken English; Concepts of fluency etc.

## Assessment method

Completion of the assignments below.

<b>Assessment Tasks</b>	
<b>Part 1</b>	
<ul style="list-style-type: none"><li>▪ Write a critical review of the key theories of first and second language and literacy acquisition and development.</li><li>▪ Analyse a range of language and literacy approaches to teaching, and relate them to the key theories.</li></ul>	1200-1500 words
<b>Part 2</b>	
<ul style="list-style-type: none"><li>▪ Select a recorded group discussion and a written text from a literacy context. Present a detailed analysis of the spoken and written English used.</li><li>▪ Present your findings as a report given as a seminar to your course members.</li></ul>	1200-1500 words
<b>Part 3</b>	
<ul style="list-style-type: none"><li>▪ Discuss and analyse the processes by which learners move from beginner stage to competence in Reading, Writing, Speaking and Listening.</li><li>▪ In a specified learning context, indicate the main features of a teaching strategy which demonstrates the interdependence of the four skills</li></ul>	1200-1500 words

## Tutor Guidance

Please note that this unit also appears in the following Ascentis qualifications:

Level 5 Diploma in Education and Training  
Level 5 Diploma in Teaching English: ESOL



## UNIT SPECIFICATIONS

### ESOL and the learners

**Credit Value of Unit: 15**
**GLH of Unit: 40**
**Level of Unit: 5**

#### Introduction

The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.

Learning Outcomes	Assessment Criteria	Assessment
The learner will	The learner can	
1. Understand the significance of language change and variety for ESOL learners.	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and texts.	Part 1 Part 3
	1.2 Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> <li>▪ text and discourse level</li> <li>▪ sentence and phrase level</li> <li>▪ word level</li> <li>▪ phoneme level</li> </ul>	Part 1 Part 3
	1.3 Explain ways in which language change and variety can have an impact on ESOL learners' literacy and language development.	Part 1 Part 3
2. Understand the relationship between language and social processes.	2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors.	Part 2
	2.2 Analyse how language is used in formation, maintenance and transformation of power relations.	Part 3
3. Understand factors that influence literacy and language acquisition, learning and use.	3.1 Analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use.	Part 2
	3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning.	Part 2
4. Understand the use of assessment approaches to meet the needs of ESOL learners	4.1 Identify the skills, knowledge and understanding that can be assessed in ESOL.	TRL PDE
	4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners.	TRL PDE
	4.3 Analyse the use of assessment tools in literacy and language teaching and learning.	TRL PDE
5. Understand how to promote learning and learner support within literacy and language teaching and learning.	5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners.	TRL
	5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals.	TRL

6. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.	6.1 Identify literacy and language skills needed across contexts and subjects.	TRL PDE
	6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas.	TRL

<b>Indicative Content</b>
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- |  |
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| <ul style="list-style-type: none"> <li>▪ Understand how language changes and how this influences language and literacy use. Languages are dynamic and constantly evolving. The dynamic nature of the English language and how it has changed over time and continues to change in response to migration; war; technological innovations; blurring of the class structure; proliferation of TV and film; education - compulsory education; rise of youth culture; media and public broadcasting. Language is still changing through media, travel, politics, etc.</li> <li>▪ The changing nature of literacy and texts, including the move from page to screen and the development of multimedia texts. The multimodal nature of learners' everyday language practices and how these can be used in the ESOL classroom. Digital literacies and supporting learners in developing digital literacies.</li> <li>▪ Language variety - varieties and dialects of English, both international and intra-national, each with its own spoken and often written form. Standard and non-standard English as varieties of English. The effect of geography, age, gender, social class etc. on spoken and written English. The notion of 'Englishes' rather than the existence of one single English language and the implications of this for ESOL learners and the teaching and learning of ESOL. The role of Standard English in the ESOL classrooms. Supporting learners in switching between Standard and non-Standard English depending on the context and purpose of their language use.</li> <li>▪ English as a global language and the cultural hegemony of English. The use of English for technology, media, commerce, science and other fields across the world.</li> <li>▪ Language and social processes – the role of language in maintaining social inequality; critical literacy and its role in supporting learners in challenging social, political and cultural inequalities.</li> <li>▪ Current hierarchies and inequalities in language and literacy use and their role in reflecting and maintaining existing social and power relations. The provisional nature of hierarchies in language and literacy and the potential for change by all language users.</li> <li>▪ The role of language in maintaining social group identity. How some languages are valued more than others. Idiolect and identity. Valuing linguistic diversity while supporting learners to make linguistic choices depending on context. Literacy learning as a factor in reducing social inequality and supporting social cohesion. Communities of practice and literacy learning through a process of 'apprenticeship' after Lave and Wenger (1991), Wenger (1998).</li> <li>▪ The factors which influence ESOL learners' choice of style, register etc. and developing ESOL learners' repertoires of registers, styles, varieties etc. in order to use and apply language learning in a range of contexts, both formal and informal. Ways in which genre, register and style are related to the context, purpose, audience and mode of spoken and written text.</li> <li>▪ Understand the different ways in which language can be described and analysed. How language can be described in a range of ways relating to semantic, morphological, grammatical, written or spoken features. How features of language are related and interdependent. How different languages and varieties of English are described in different ways. Analyse the phonological features of language.</li> <li>▪ Understand the social, cognitive and affective factors which may influence language and literacy learning. How social, cultural, economic, linguistic and personal factors influence language learning. The range and diversity of learners in ESOL programmes – their languages, cultures and life experiences. Socio-cultural theories of language use and what this means for ESOL learners.</li> <li>▪ The effect of government policy (educational and non-educational policy) on ESOL learners and their access to ESOL programmes. How providers have to respond to government policy.</li> <li>▪ The 'second language context' and how this affects ESOL learners' opportunities for learning English. ESOL learners' language learning and use outside of the formal classroom. The role of first language learning in second language acquisition (SLA).</li> <li>▪ SLA theory as it applies to ESOL teaching and learning. Theories which focus on internal factors in SLA, e.g. cognitive factors and linguistic structures and external factors, e.g. the 'social turn' in SLA (Block 2003). The acculturation model (Schumann 1978) and the lack of opportunity for ESOL learners to use their language learning in contexts other than those which are both official and stressful (Bremer et al 1996). Communities of practice (Lave and Wenger 1991) and the role of the ESOL classroom in</li> </ul> |
|--|

giving ESOL learners a 'licence to participate' (Roberts et al, 2004). The role of 'input' as a concept in SLA. Input-Interaction-Output (IIO) model of SLA (Block 2003).

- Take account of the impact of different cognitive, physical and sensory abilities and disabilities on literacy and language learning, e.g. dyslexia, autistic spectrum disorder, sight impairment, hearing impairment. The use of specialist resources and low and high assistive technology for language and literacy learning.
- Models of embedding ESOL teaching and learning into vocational programmes, e.g regional delivery model.
- Approaches to collaborating with relevant specialist colleagues to embed literacy into vocational programmes to support learner achievement – teamwork, co-ordination.
- Need to identify the underpinning literacy and language skills needed to succeed on learners' vocational programmes.

## Assessment method

Completion of the assignments below and the 3PF.

### Assessment Tasks

#### Part 1

- Select two examples of communication with learners used within your teaching - one spoken and one written (e.g. group discussion, handout). Write a critical summary of the types of language used in both examples with reference to phonology, grammar and lexis. Include in your analysis reference to Standard English and other varieties of English in both spoken and written form and how these relate to your examples.
- Discuss how language can vary in different oral and written contexts and the impact of language variety on learners' literacy and language development.

1200-1500 words

#### Part 2

- Analyse the different ways in which language and literacy skills are acquired and learnt building on the prior language and literacy experience of ESOL learners.
- Comment on a range of personal, social and cultural factors which affect the acquisition and development of language and literacy skills.
- Discuss the effect of a range of learning disabilities and difficulties on the acquisition and development of language and literacy skills.

1200-1500 words

#### Part 3

- Discuss reasons why both spoken and written language has changed, using examples from your own reading, research and experience, and say what impact language change will have on your teaching ESOL learners and their literacy and language development. Your analysis of language change needs to include reference to spoken language at discourse, phrase and word levels and written language at text, sentence and word levels.
- Analyse how language, both written and spoken, determines and influences social and professional relationships.

1200-1500 words

### Tutor Guidance

Please note that this unit also appears in the following Ascentis qualifications:

Level 5 Diploma in Education and Training  
Level 5 Diploma in Teaching English: ESOL

## UNIT SPECIFICATIONS

### Literacy, ESOL and the learners

**Credit Value of Unit: 15**

**GLH of Unit: 40**

**Level of Unit: 5**

#### Introduction

The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy and ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.

Learning Outcomes	Assessment Criteria	Assessment
The learner will	The learner can	
1. Understand the significance of language change and variety for literacy and ESOL learners.	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and texts.	Part 1 Part 3
	1.2 Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> <li>▪ text and discourse level</li> <li>▪ sentence and phrase level</li> <li>▪ word level</li> <li>▪ phoneme level</li> </ul>	Part 1 Part 3
	1.3 Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development.	Part 1 Part 3
2. Understand the relationship between language and social processes.	2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors.	Part 2
	2.2 Analyse how language is used in formation, maintenance and transformation of power relations.	Part 3
3. Understand factors that influence literacy, ESOL and language acquisition, learning and use.	3.1 Analyse personal, social and cultural factors influencing literacy and ESOL learners' language acquisition, learning and use.	Part 2
	3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning.	Part 2
4. Understand the use of assessment approaches to meet the needs of literacy and ESOL learners	4.1 Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL.	TRL PDE
	4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners.	TRL PDE
	4.3 Analyse the use of assessment tools in literacy and language teaching and learning.	TRL PDE

5. Understand how to promote learning and learner support within literacy and language teaching and learning.	5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners.	TRL PDE
	5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals.	TRL PDE
6. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.	6.1 Identify literacy and language skills needed across contexts and subjects.	TRL PDE
	6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas.	TRL PDE

## Indicative Content

### Significance of language change

- Reasons for language change - the dynamic nature of the English language and how it responds to migration; war; technological innovations; blurring of the class structure, etc.
- Language is still changing through media, travel, politics, etc.
- The changing nature of literacy and texts - the move from page to screen, the development of multimedia texts, digital literacies and supporting learners in developing digital literacies.

### Significance of language variety

- Language variety
- Dialects of English, both international and intra-national.
- Standard and non-standard English as varieties of English
- The notion of 'Englishes' rather than the existence of one single English language.
- The role of Standard English in the literacy and ESOL classroom. Supporting learners in switching between Standard and non-Standard English depending on the context and purpose of their language use.

### Language and social processes

- Current hierarchies and inequalities in language and literacy and ESOL use play a role in reflecting and maintaining existing social and power relations.
- Language can play a role in maintaining social inequality - critical literacy can also support learners in challenging social, political and cultural inequalities
- Language plays a role in maintaining social group identity - some languages are more valued than others. Idiolect and identity.
- Literacy learning can be a factor in reducing social inequality and supporting social cohesion. Lave and Wenger (1991), Wenger (1998).
- Ways in which genre, register and style are related to the context, purpose, audience and mode of spoken and written text.

### Factors which influence language and literacy acquisition

- The range and diversity of learners in literacy and ESOL programmes – their current use of language, their cultures and life experiences.
- The effect of government policy (educational and non educational policy) on literacy and ESOL learners and their access to literacy programmes. Providers have to respond to government policy.
- The impact of cognitive ( latent or insight) and affective (e.g noise, bullying) factors on language and literacy development in ESOL learners
- Current theories and principles relating to language acquisition and bilingualism (eg. D. Crystal, N. Chomsky, J. Aitchison ) and related teaching and learning approaches.
- Learning disabilities such as dyslexia, autistic spectrum disorder, sight impairment, hearing impairment. The use of specialist resources and low and high assistive technology for language and literacy learning for ESOL learners
- The 'second language context' affects ESOL learners' opportunities for learning English as does their language learning and use outside of the formal classroom. The role of first language learning in second language acquisition (SLA).
- Theories which focus on internal factors in SLA:
  - Cognitive factors and linguistic structures and external factors, e.g. the 'social turn' in SLA (Block 2003).
  - Communities of practice (Lave and Wenger 1991)
  - The role of the ESOL classroom in giving ESOL learners a 'licence to participate' (Roberts et al, 2004).

### Promoting Learning and learner support within literacy and language teaching and learning

- The role of context in motivating learners and developing literacy and language support
- Ways to support learners with text, sentence and word level work



**Liaise with others**

Be aware of :

- Models of embedding literacy into vocational programmes, e.g regional delivery model
- Approaches to collaborating with relevant specialist colleagues to embed literacy into vocational programmes to support learner achievement – teamwork, co-ordination.
- Need to identify the underpinning literacy and language skills needed to succeed on learners' vocational programmes.

## Assessment Method

Completion of the assignments below and the 3PF.

<b>Assessment Tasks</b>	
<p><b>Part 1</b></p> <ul style="list-style-type: none"><li>▪ Select two example of communication with learners used within your teaching - one spoken and one written (e.g. group discussion, handout). Write a critical summary of the types of language used in both examples with reference to phonology, grammar and lexis. Include in your analysis reference to Standard English and other varieties of English in both spoken and written form and how these relate to your examples.</li><li>▪ Discuss how language can vary in different oral and written contexts and the impact of language variety on learners' literacy and language development.</li></ul>	1200-1500 words
<p><b>Part 2</b></p> <ul style="list-style-type: none"><li>▪ Analyse the different ways in which language and literacy skills are acquired and learnt, building on the prior language and literacy experience of ESOL/literacy learners.</li><li>▪ Comment on a range of personal, social and cultural factors that affect the acquisition and development of language and literacy skills.</li><li>▪ Discuss the effect of a range of learning disabilities and difficulties on the acquisition and development of language and literacy skills</li></ul>	1200-1500 words
<p><b>Part 3</b></p> <ul style="list-style-type: none"><li>• Discuss reasons why both spoken and written language has changed, using examples from your own reading, research and experience, and say what impact language change has on your teaching of literacy and ESOL learners. Your analysis of language change needs to include reference to spoken language at discourse, phrase and word levels and written language at text, sentence and word levels.</li><li>▪ Analyse how language, both written and spoken determines and influences social and professional relationships.</li></ul>	1200-1500 words

## Tutor Guidance

Please note that this unit also appears in the following Ascentis qualifications:

- Level 5 Diploma in Education and Training
- Level 5 Diploma in Teaching English: ESOL
- Level 5 Diploma in Teaching English: Literacy
- Level 5 Diploma in Education and Training (including Teaching English: Literacy)

**Summary Record of Achievement**

**Level 5 Diploma in Education and Training (including Teaching English: ESOL)**

Learner Name \_\_\_\_\_

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Teaching, learning and assessment in education and training	4	20			
Theories, principles and models in education and training	5	20			
Developing teaching, learning and assessment in education and training	5	20			
Wider professional practice in education and training	5	15			
ESOL teaching and learning	5	15			
ESOL theories and frameworks	5	15			
ESOL and the learners	5	15			
Literacy, ESOL and the learners	5	15			

Minimum Credit Value of Qualification: 120

I certify that the assessments are all my own work and any sources are duly acknowledged.

Learner Signature \_\_\_\_\_

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_

**Level 5 Diploma in Education and Training (including Teaching English: ESOL)**

Candidate name:	Observer name:	Date:
Course/group taught:		No. of students in group:
Time of session: From:                      To:	Subject/topic	
Duration of observation: From:                      To:	Location of session:	

<b>Planning and preparation</b>	<b>Grade</b>	
Clarity and content of lesson plan		
Clarity of learning outcomes		
Learning activities		
Topic sequencing		
Teaching and learning resources		
Quality of learning resources		
Identification of learner needs		
Learning environment		
<b>Introduction</b>	<b>Grade</b>	
Clear introduction to session		
Assessment of previous learning		
Administration aspects		
<b>Communication</b>	<b>Grade</b>	
Pace, clarity, fluency etc. of speech		
Language – appropriate and inclusive		
Clarity of teaching and learning aids		
Body language e.g. use of gesture		
Listening and observation skills		
Dynamism/confidence/presence		

<b>Interaction</b>	<b>Grade</b>	
Effective interaction with group		
Effective interaction within group		
Use of question and answer		
Ability to enthuse and motivate		
Evidence of active learning		
Classroom/behaviour management		
<b>Assessment and feedback</b>	<b>Grade</b>	
Relevant to topic		
Relevant to group		
Quality of formative feedback		
Quality of summative feedback		
Accurate records maintained		
Reports on learner progress		
Reports on learner achievement		
<b>Differentiation and inclusiveness</b>	<b>Grade</b>	
Induction of learners (if appropriate)		
Individual needs recognised and met		
Cultural and language related issues		
Focus on equality and diversity of opportunity		
<b>Support for LLN* needs</b>	<b>Grade</b>	
LLN issues arising from session		
Support for addressing LLN needs		
Opportunities used for developing LLN skills in context of subject		
<b>Consolidation of learning</b>	<b>Grade</b>	
Evidence of extension activities		
Effective conclusion of session		

\* *Literacy, Language and Numeracy*

Teaching and learning methods	✓	Materials used in session	✓
Assignment work		Audio tape	
Computer based learning		Computers	
Case study		Electronic board	
Demonstration		Flip chart	
Games		Handouts	
Group discussion		Mobile phones/PDAs	
Internet/VLE		Models	
Lecture		OHP	
Role play		Posters/photographs	
Seminar		PowerPoint	
Student presentations		Real objects	
Small group work		Video/DVD	
Tutorials		White board	
Whole group teaching		Worksheets	
Other(s):		Other(s):	
<b>Comments:</b>			

**Subject knowledge in session observed:**

**Quality of learning in session observed:**

**Summary review**

<b>Strengths</b>
<b>Progress towards meeting action points identified in previous observations</b>
<b>Areas for development</b>

The candidate has, on the basis of the observed session, demonstrated the characteristics of Grade	1	2	3	4
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**Observer's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Candidate Reflections**

**Reflections on Observed Session**

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**Reflections on Observer Feedback**

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**Action Points / Plan**

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**Candidate's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Observed Specialist Teaching Report Pro Forma**

**Level 5 Diploma in Education and Training (including Teaching English: ESOL)**

Candidate name:	Observer name:	Date:
Course/group taught:		No. of students in group:
Time of session: From:                      To:	Subject/topic	
Duration of observation: From:                      To:	Location of session:	

<b>Planning and preparation</b>	<b>Grade</b>	
SoW related to SfL core curriculum		
SfL developed throughout the scheme		
Lesson plan related to scheme of work		
SMART SfL learning outcomes		
Learning environment		
<b>Introduction</b>	<b>Grade</b>	
Clear introduction to session		
Assessment of previous learning		
Administration aspects		
<b>Teaching and learning techniques</b>	<b>Grade</b>	
Appropriate content for achievement of learning outcomes		
Appropriate methodology for achievement of learning outcomes		
<b>Communication</b>	<b>Grade</b>	
Pace, clarity, fluency etc. of speech		
Language – appropriate and inclusive		
Clarity of teaching and learning aids		
Body language e.g. use of gesture		
Listening and observation skills		
Dynamism/confidence/presence		



<b>Interaction</b>	<b>Grade</b>	
Effective interaction with group		
Effective interaction within group		
Use of question and answer		
Ability to enthuse and motivate		
Evidence of active learning		
Classroom/behaviour management		
<b>Assessment and feedback</b>	<b>Grade</b>	
Relevant to topic		
Relevant to group		
Quality of formative feedback		
Quality of summative feedback		
Accurate records maintained		
Reports on learner progress		
Reports on learner achievement		
<b>Differentiation and inclusiveness</b>	<b>Grade</b>	
Induction of learners (if appropriate)		
Individual needs recognised and met		
Cultural and language related issues		
Focus on equality and diversity of opportunity		
<b>Consolidation of learning</b>	<b>Grade</b>	
Evidence of extension activities		
Effective conclusion of session		

Teaching and learning methods	✓	Materials used in session	✓
Assignment work		Audio tape	
Computer based learning		Computers	
Case study		Electronic board	
Demonstration		Flip chart	
Games		Handouts	
Group discussion		Mobile phones/PDAs	
Internet/VLE		Models	
Lecture		OHP	
Role play		Posters/photographs	
Seminar		PowerPoint	
Student presentations		Real objects	
Small group work		Video/DVD	
Tutorials		White board	
Whole group teaching		Worksheets	
Other(s):		Other(s):	

**Comments:**

**Subject knowledge in session observed:**

**Quality of learning in session observed:**

**Summary review**

**Strengths**

**Progress towards meeting action points identified in previous observations**

**Areas for development**

The candidate has, on the basis of the observed session, demonstrated the characteristics of Grade	1	2	3	4
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**Observer's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Candidate Reflections**

**Reflections on observed session**

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**Reflections on observer feedback**

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**Action points / plan**

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**Candidate signature** \_\_\_\_\_

**Date** \_\_\_\_\_

Summary of Practice Requirements for the Mandatory Units

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
<b>Mandatory units</b>			
<b>Developing teaching, learning and assessment in education and training</b> Level 5	Yes	Yes	<p>The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice</p> <p>To be eligible for the award of credit for this unit and the following units:</p> <ul style="list-style-type: none"> <li>▪ <b>Teaching, learning and assessment in education and training</b> (Level 4)</li> <li>▪ <b>ESOL teaching and learning</b> (Level 5)</li> </ul> <p>trainee teachers must have evidence of a minimum of eight assessed observations of practice at the required standard, with at least four of the observations in the specialist context.</p> <p>There is no transfer of practice, or of observed and assessed practice, from previously achieved teaching or training qualifications.</p>

<p><b>Teaching, learning and assessment in education and training</b> Level 4</p>	Yes	Yes	<p>The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice.</p> <p>To be eligible for the award of credit for this unit and the following units:</p> <ul style="list-style-type: none"> <li>▪ <b>Developing teaching, learning and assessment in education and training</b> (Level 4)</li> <li>▪ <b>ESOL teaching and learning</b> (Level 5)</li> </ul> <p>trainee teachers must have evidence of a minimum of eight assessed observations of practice at the required standard, with at least four of the observations in the specialist context.</p> <p>Trainee teachers who have previously completed a Level 4 Certificate in Education and Training or a Level 4 CTTLS qualification can use 20 hours of practice and two hours of observed and assessed practice towards meeting the overall practice requirements for this unit.</p>
<p><b>Theories, principles and models in education and training</b> Level 5</p>	No	No	N/A
<p><b>Wider professional practice in education and training</b> Level 5</p>	No	No	N/A

**Summary of Practice Requirements for the Mandatory Units**

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
<b>Specialist units</b>			
<b>ESOL teaching and learning</b> Level 5	Yes	Yes	<p>The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice. Practice must be in teaching and learning environments with an ESOL context, and should involve working with groups of learners. Practice must be undertaken within at least two of the three levels of the ESOL curriculum – Entry Level and one other level.</p> <p>To be eligible for the award of credit for this unit, trainee teachers must have evidence of a minimum of four assessed observations of practice at the required standard; totalling a minimum of four hours. All four of these observations must be in teaching and learning environments in an ESOL context. Assessed observations should include at least one ESOL observation at Entry Level.</p> <p>There is no transfer of practice, or of observed and assessed practice, from previously achieved teaching or training qualifications.</p>
<b>ESOL theories and frameworks</b> Level 5	No	No	N/A
<b>ESOL and the learners</b> Level 5	No	No	N/A
<b>Literacy, ESOL and the learners</b> Level 5	No	No	N/A

# APPENDIX 5

## Level 5 Descriptors

QCF Level Descriptor Extract Level 5				
Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	<p>Use practical, theoretical or technical understanding to find ways forward in broadly defined, complex contexts.</p> <p>Analyse, interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature and scope of the area of study or work.</p> <p>Understand different perspectives or approaches or schools of thought and the reasoning behind them.</p>	<p>Address broadly-defined, complex problems.</p> <p>Determine, adapt and use appropriate methods and skills.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>	<p>Take responsibility for planning and developing courses of action, including, where relevant, responsibility for the work of others.</p> <p>Exercise autonomy and judgement within broad parameters.</p>

QCA (2007) *Level Descriptors for positioning units in the Qualifications and Credit Framework tests and trials* (Version 2) London. QCA

Generic Level 5 Descriptors
<b>By the end of the programme, candidates will be able to demonstrate:</b>
<p>A critical reflection of the relationship between theory and practice</p> <p>Critical evaluation of key concepts and principles in their area of study</p> <p>Critical application of their knowledge and understanding of key concepts and principles to personal and professional practice</p> <p>Evidence of detailed research and reading, including professional publications</p> <p>Concise, precise academic writing showing evidence of detailed planning</p> <p>Clear analysis and development of ideas and arguments</p> <p>Utilisation of the Harvard bibliographical referencing system</p> <p>Effective communication of information and arguments to a range of audiences</p> <p>Accurate use of grammar, punctuation and spelling</p> <p>Critical analysis of and critical reflection on concepts and evidence to support a particular point of view</p> <p>Accurate use of numerical calculations and interpretation of data</p> <p>Use of Information and Communication Technology</p> <p>Evidence of commitment to working within a professional value base</p>

**Cover Sheet for the Submission of Assessment Tasks for Qualifications within the Education and Training suite of qualifications for approval by Ascentis**

<b>Qualification Title</b>	
<b>Qualification Subject Code</b>	<b>Qualification Level</b>
<b>Title of the Assessment Tasks</b>	
<b>Centre Name</b>	
<b>Name of Coordinator</b>	
<b>Signature of Coordinator</b>	<b>Date</b>

Please enclose the assignments for approval together with this cover sheet and return to [qualityassurance@ascentis.co.uk](mailto:qualityassurance@ascentis.co.uk). Within each assignment mapping of the tasks to the assessment criteria must be included and the assessment tasks should cover all the assessment criteria of the unit at a particular level.

Please list in the box below any additional information that you may wish to give in support of this submission. (You may attach a separate sheet)

<b>Additional Information in Support of the Submission</b>

<b>For Ascentis use only</b>						
<b>Approved</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>	<b>Referred</b>	<input type="checkbox"/>
<b>Ascentis Quality Assurance Manager Signature</b>						
<b>Date</b>						



## Observation Grading Characteristics

### Standards of practice required of trainee teachers in assessed observations

*The Initial Teacher Education (ITE) inspection handbook (Ofsted, 2012)* states that, for outcomes for trainee teachers to be judged as at a good level, their teaching should be predominately good, with examples of outstanding teaching. When making judgements about trainee teachers' practice, inspectors often use as, a point of reference and guidance, the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the *Handbook for the inspection of further education and skills (Ofsted, 2012)*.

### Grading Characteristics

#### Outstanding (Grade 1)

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.
- All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.
- Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.
- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.
- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.
- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.
- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.
- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning progression.

## **Good (Grade 2)**

- Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.
- Staff have high expectations of all learners. Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.
- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skilfully question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Good use of resources including (ICT) and regular coursework contribute well to learners' progress.
- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.
- The teaching of English, mathematics and functional skills is generally good. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.
- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.

## **Requires improvement (Grade 3)**

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.
- There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress. Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.
- Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.
- Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.
- Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.
- The teaching of English, mathematics and functional skills is satisfactory overall.

- The promotion of equality and support for diversity in teaching and learning are satisfactory.
- Advice, guidance and support help to motivate learners to succeed in their learning and progress.

#### **Inadequate (Grade 4)**

- Teaching, learning and assessment are likely to be inadequate where any of the following apply.
- As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals.
- Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.
- Staff lack expertise and the ability to promote learning.
- Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.
- Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics and language needs.
- Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.

## APPENDIX 8

### Glossary

The table gives definitions for each of the terms and acronyms used in this document

Acronym/Term	Definition
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notional hours of learning (QCF)
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	An activity where trainee teachers prepare and deliver a short teaching and learning session to their peers following which they evaluate their practice
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	(Award in ) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RPL	Recognition of Prior Learning

## APPENDIX 9

### Resources to Support the Delivery of the Qualification

This list of resources is intended to be used by teacher educators to inform the planning and delivery of their teaching training programmes. They may wish to put together a collection of 'readings' for their learners. These readings might consist of a chapter or part of a chapter from a text book, a journal article or a summary from a research report. These readings are a way of encouraging students to not only read round a subject or topic, but to explore a range of views or theoretical perspectives which demonstrates that teaching is a contested activity with a wide range of viewpoints on how it should be done. The important point for students is to be comfortable in using other people's views and ideas in their own written work so long as they acknowledge them. The list below is not exhaustive, but illustrates a sample of resources currently available.

#### Books

- Appleyard N & Appleyard K (2010) *Communicating with Learners in the Lifelong Learning Sector* Exeter Learning Matters
- Avis J Fisher R & Thompson R (Editors) (2010) *Teaching in Lifelong Learning: A Guide to Theory and Practice* Maidenhead Open University Press
- Ayers H (2006) *An A to Z Practical Guide to Learning Difficulties* London David Fulton Publishers
- Black P et al (2003) *Assessment for Learning: putting it into practice* Maidenhead Open University Press
- Cowley S (2006) *Getting the Buggers to Behave* London Continuum
- Duckworth et al (2010) *Successful Teaching Practice in the Lifelong Learning Sector* Exeter, Learning Matters
- Gardner H (1993) *Multiple Intelligences: The Theory in Practice* New York Basic Books
- Gravells A (2012) *Preparing to Teach in the Lifelong Learning Sector: The New Award* Exeter Learning Matters
- Gravells A & Simpson S (2012) *Equality and Diversity in the Lifelong Learning Sector* (2nd Edn) Exeter Learning Matters
- Gravells A (2011) *Principles and Practice of Assessment in the Lifelong Learning Sector* (2nd Edn) Exeter Learning Matters
- Gravells A & Simpson S (2010) *Planning and Enabling Learning in the Lifelong Learning Sector* (2nd Edn) Exeter Learning Matters
- Hill C (2008) *Teaching with e-learning in the Lifelong Learning Sector* (2nd Edn) Exeter Learning Matters
- Hillier Y (2009) *Reflective teaching in further and adult education* (2nd Edn) London Continuum
- Kolb D A (1984) *Experiential Learning: Experience as the Source of Learning and Development* London Pearson Prentice Hall
- Maslow A (1987) *Motivation and Personality* (Rev Edn) London Longman
- NIACE (2009) *Readability: How to produce clear written materials for a range of readers* Leicester NIACE. Available as a free download at: <http://shop.niace.org.uk/readability.html>
- Petty G. (2009) *Evidence Based Teaching A Practical Approach* (2nd Edn) Cheltenham Nelson Thornes

- Petty G. (2009) *Teaching Today A Practical Guide* (5th Edn) Cheltenham Nelson Thornes
- Powell S & Tummons J (2011) *Inclusive Practice in the Lifelong Learning Sector* Exeter Learning Matters
- Reisenberger A & Dadzie S (2002) *Equality and Diversity in Adult and Community Learning: A Guide for Managers* London LSDA
- Schön, D.A. (1987), *Educating the Reflective Practitioner* San Francisco CA Jossey-Bass
- Tummons J (2011) *Assessing Learning in the Lifelong Learning Sector* (3rd Edn) Exeter Learning Matters
- Wallace S (2011) *Teaching Tutoring and Training in the Lifelong Learning Sector* Exeter Learning Matters
- Wallace S (2007) *Managing Behaviour in the Lifelong Learning Sector* Exeter Learning Matters
- Wallace S & Gravells J (2007) *Mentoring* (2nd Edn) Exeter Learning Matters
- Wenger E (1998) *Communities of Practice: Learning, meaning and identity* Cambridge, Cambridge University Press
- Wood J & Dickinson J (2011) *Quality Assurance and Evaluation in the Lifelong Learning Sector* Exeter Learning Matters

#### **Research reports**

- Barton D (2003) *Models of Adult Learning* London NRDC
- Casey et al (2007) *You wouldn't expect a maths teacher to teach plastering* London NRDC
- (2010) *Teacher Education for Inclusion: An International Literature Review*: Brussels European Agency for Development in Special Needs Education
- Lawton T & Turnbull T (2007) *Inclusive learning approaches for literacy, language, numeracy and ICT: A companion guide to the Minimum Core* London LLUK
- LLUK (2007) *New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* London LLUK
- LLUK (2007) *Addressing literacy, language, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills A guide for initial teacher education programmes* London LLUK

#### **Government reports**

- DfES/Standards Unit (2004) *Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector* Annesley: DfES Publications
- DfES (2006) *Further Education: Raising Skills, Improving Life Chances* Norwich: The Stationary Office
- Department of Education and Employment (1999) *The Moser Report: A Fresh Start – Improving Literacy and Numeracy*, London: DfEE
- FEFC (1996) *The Tomlinson Report: Inclusive Learning*, London HMSO
- Ofsted (2008) *The Initial Training of Further Education Teachers* London:Ofsted

## Journals

- Action in Teacher Education
- British Journal of Education Studies
- International Journal of Lifelong Learning
- Journal of Education Policy,
- Journal of Education and Work
- Journal of Education for Teaching
- Journal of Literacy Research
- Journal of Vocational Education and Training
- Research in Post Compulsory Education
- Teaching Education
- Teaching in Lifelong Learning

## Journal articles

- Atkins, Liz (2011) A Guide to Instrumentalism: Initial Teacher Education in the Lifelong Learning Sector. In: *55th International Council on Education for Teaching World Assembly 2011*, 11th-14th July 2011, Glasgow, Scotland. (Unpublished) Available at: <http://eprints.hud.ac.uk/11763/>
- Hoblely, Janet (2011) The Shoebox activity: a powerful tool for learning. *Teaching in lifelong learning: a journal to inform and improve practice*, 3 (2). pp. 39-48. Available at: <http://eprints.hud.ac.uk/12031/1/Hoblelyvol3no2doi.pdf>
- Bathmaker, Ann-Marie and Avis, James (2005) 'Becoming a lecturer in further education in England: the construction of professional identity and the role of communities of practice' in: *Journal of Education for Teaching*, Volume 31, Number 1 pages 47 – 62
- Lucas, Norman (2007) 'Rethinking Initial Teacher Education for Further Education Teachers: From a standards-led to a knowledge-based approach' in: *Teaching Education*, Volume 18, Number 2 pages 93 - 106

## Magazines

- InTuition: available at: [www.ifl.ac.uk](http://www.ifl.ac.uk). You need to be a member of the Ifl to access the magazine
- Reflect: available at [www.nrdc.org.uk](http://www.nrdc.org.uk)
- Adults Learning, NIACE (Monthly journal)
- Education Guardian (Tuesday) or [www.education.guardian.co.uk](http://www.education.guardian.co.uk)

## Useful websites

Excellence Gateway English, Maths and ESOL Hub <http://www.excellencegateway.org.uk/sfl>

Access for All (2002) DfES <http://rwp.excellencegateway.org.uk/Access%20for%20All/>

Excellence Gateway Basic Skills for Adults with Learning Difficulties and Disabilities

<http://webarchive.nationalarchives.gov.uk/20081217165958/http://excellence.qia.org.uk/page.aspx?o=BSFAintro>

Adult Literacy, Numeracy, ESOL Pre-Entry Core Curriculum (2001) DfES

<http://www.excellencegateway.org.uk/sflcurriculum>

Update magazine <http://www.excellencegateway.org.uk/node/20171>

National Centre for Excellence in Teaching Maths This site has the Maths 4 Life resources.

<https://www.ncetm.org.uk>

National Numeracy <http://www.nationalnumeracy.org.uk/home/index.html>

Department for Education <http://www.education.gov.uk/>