



Level 5 Diploma in  
Teaching English: Literacy (RQF)  
Specification

**Ofqual Accreditation Number:** 601/0519/7

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## 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 TEACHING ENGLISH: LITERACY**

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### **Introduction**

The **Level 5 Diploma in Teaching English: Literacy** has been designed for teachers with a generic teaching qualification or trainee teachers who wish to obtain a specialist teaching qualification in literacy.

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.

Potential trainee teachers should be aware that, since 2007, they have been able to undertake a standalone qualification prior to embarking on a generic teaching qualification as well as alongside or afterwards.

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

- Ascentis-devised assessment tasks designed to cover all the assessment criteria within the unit
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- 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 Diploma and highly relevant to candidates working or intending to work with literacy learners
- It can be delivered either as a stand-alone course or as a blended learning programme with for example the Level 5 Diploma in Education and Training
- Allows for a minimum of 50 hours of teaching practice in a literacy setting.

### **Aims**

The aims of the qualification are to enable learners:

- 1 To have a sound subject knowledge base for teaching literacy learners in a range of teaching and learning contexts
- 2 To develop the necessary knowledge, skills and attitudes for teaching literacy learners
- 3 To promote personal and professional development
- 4 To enhance the quality of teaching and learning

### **Target Group**

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

- Teachers who may already have a recognised generic teaching qualification, but no recognised subject qualification in literacy.
- Trainees who have opted to undertake the stand-alone qualification prior to taking a generic teaching qualification.
- Those holding a recognised qualification for teaching numeracy or ESOL who now need to teach literacy
- Functional Skills English teachers.

Ofqual Qualification Accreditation Number: **601/0519/7**

## Rationale for the Rules of Combination

To achieve the qualification, the learners must achieve a total of 45 credits, all at Level 5.

- 30 credits will be from the Mandatory Group A
- 15 credits will be from the Optional Group B

## Rules of Combination

Level 5 Diploma in Teaching English: Literacy				
				<b>Minimum credits: 45</b>
<b>Minimum credit value at level of qualification or above: 45</b>				
<b>Group A - Mandatory units</b>		<b>Credit (from Group A) Mandatory units: 30</b>		
Title	Level	Credit Value	GLH	QCF Unit ref
Literacy teaching and learning	5	15	40	A/505/0771
Literacy theories and frameworks	5	15	40	J/505/0773
<b>Group B – Optional Units</b>		<b>Minimum credit ( from Group B) Optional units: 15</b>		
Literacy and the learners	5	15	40	L/505/0774
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 120

## 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 or Level 5 Diploma in Education and Training before undertaking a Level 5 Diploma in Teaching English: Literacy.

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 or Level 4 Certificate in Education and Training for candidates who are progressing directly to the Level 5 Diploma in Teaching English: Literacy.

Since 2007, candidates have been able to undertake one of the standalone specialist qualifications prior to taking a generic teaching qualification as well as alongside (concurrently) or afterwards. If a candidate already holds one of the specialist standalone qualifications and wishes to undertake a generic teaching qualification, they can use the units towards the optional credit requirement for the Level 5 Diploma in Education and Training.

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

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

Candidates who have achieved one or more of these units as part of a Level 5 Diploma in Education and Training can go on to take the additional unit(s) to complete the Level 5 Diploma in Teaching English: Literacy.

Candidates who have completed the Level 5 Diploma in Teaching English: Literacy may transfer a maximum of 50 hours of practice towards the overall minimum practice of 100 hours for the Level 5 Diploma in Education and Training (including teaching English: Literacy). Those candidates may also transfer a maximum of two observed assessments of practice from the standalone diploma towards the overall minimum of eight observed assessments of practice for Level 5 Diploma in Education and Training (including Teaching English: Literacy).

### **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.

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

A minimum of at least 50 hours of teaching practice is required for the Diploma. Candidates must have access to this amount of teaching practice within a literacy specialist area.

### **Requirements for personal skills in English, mathematics and ICT elements**

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.

### **Age Range of Qualification**

This qualification is suitable for learners aged 19+.

### **Opportunities for Progression**

Learners without a generic teaching qualification could progress onto the following qualifications:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 5 Diploma in Education and Training (including Teaching English: Literacy)

### **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 8.

## **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](http://www.ascentis.co.uk).

## **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 50 hours of teaching practice, of which there must be at least 4 observations totalling a minimum of 4 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 Appendix 9. 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 5.

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 sheet 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 and QCF level descriptors can be found in Appendix 4.

#### **Teaching Practice and Assessed Observations**

In order to successfully achieve the Diploma, candidates must complete a minimum of 50 hours of teaching practice in a literacy teaching and learning environment. There must be a minimum of 4 observations totalling a minimum of 4 hours and any single observation session must be of a minimum of 30 minutes. 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 literacy curriculum – Entry level and one other (Level 1 or Level 2).

Appendix 3 summarises the practice requirements for the unit *Literacy teaching and learning (Level 5)*. The four observations must be linked to this unit. To be eligible for the award of credit for the above unit, a candidate must be able to provide evidence of four assessed observations of practice that meet the required standard of practice. Details of the standards of practice required of trainee teachers in assessed observations are provided in Appendix 6.

Observed teaching practice should take place at regular intervals throughout the course to allow time for candidate reflection and development. A pro forma is provided for the observed teaching report in Appendix 2.

It is recommended that any assessed observations of practice demonstrating the characteristics of Inadequate practice (Grade 4) identified in Appendix 6 should not be included in the total number of assessed observations of practice required for this qualification. Centres should record these observations and provide detailed developmental feedback to trainee teachers.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in Appendix 6 be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor 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 at [www.ascentis.co.uk](http://www.ascentis.co.uk)

Ascentis recommends that **at least two hours** of observed and assessed practice demonstrates Grade 2 characteristics.

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 50 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.

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

Centre-devised assessments 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.

## **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 Teaching English: Literacy must have:

- a teaching qualification equivalent to QCF Level 5 or above;
- a Level 4 specialist qualification or Level 5 Additional Diploma or equivalent qualification in the relevant specialist area;
- evidence of teaching experience in a literacy context;
- in-depth knowledge of the specialist area;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes

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

# UNIT SPECIFICATIONS

## Literacy 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 literacy teaching and learning. Learners will consider how to plan and deliver inclusive literacy 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 literacy practice.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>3PF</b>
The learner will	The learner can	
1. Understand the use of literacy and language teaching approaches and resources to meet the needs of individual literacy learners.	1.1 Analyse literacy teaching approaches and literacy resources, including technologies, for suitability in meeting individual learners' needs.	PDE OR RJ
	1.2 Analyse the impact of using technology on learner engagement, motivation and success in literacy teaching and learning.	PDE RJ
2. Be able to plan inclusive literacy and language teaching and learning.	2.1 Plan literacy and language teaching and learning to meet the needs of individual literacy 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
	2.2 Select literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners.	PDE OR
3. Be able to deliver inclusive literacy and language teaching and learning.	3.1 Use literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners.	PDE OR RJ
	3.2 Use specialist literacy and language approaches, methods, activities and resources to develop literacy learners in their: <ul style="list-style-type: none"> <li>▪ awareness of how language works</li> <li>▪ basic literacy skills</li> <li>▪ speaking and listening skills</li> <li>▪ reading skills</li> <li>▪ writing skills</li> </ul>	PDE OR RJ
4. Be able to use specialist approaches and tools in the assessment of literacy and language learners.	4.1 Carry out specialist initial and diagnostic assessment to identify learners' existing literacy and language skills.	PDE OR
	4.2 Use specialist approaches and tools to conduct literacy and language assessments of learning to meet the needs of individual learners.	PDE OR
	4.3 Involve literacy learners in target setting and the processes of assessment.	PDE OR
	4.4 Record relevant specialist assessment information to inform teaching and learning.	PDE OR

5. Be able to evaluate own practice in teaching literacy and language.	5.1 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 PDE
	5.2 Identify ways to improve own practice in teaching literacy and language.	RJ PDE

## Indicative Content

### Use of literacy and language teaching approaches and resources

- 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

### 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. This is not an exhaustive list of potential barriers to learning.
- Incorporate inclusive approaches to teaching and learning (e.g. Thompson and Kwitko (2007) which could include:
  - Making eye contact with all learners when you speak to them
  - Treating each learner as an individual
  - Calling all learners by name where possible
- Plan coherent programmes of learning which incorporate and balance a range of elements, including:
  - 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 literacy teaching and learning.

### Deliver inclusive literacy and language learning and teaching

- Use approaches which take into account the range of learner backgrounds, histories, learning goals and preferences and cognitive styles.
- Have strategies to differentiate learning and teaching 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 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

- 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 literacy, such as: the level of detail regarding literacy and language skills, knowledge and understanding 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/ conferences etc

**Tutor Guidance**

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

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

**Assessment method**

Candidates should complete the 3PF.

# UNIT SPECIFICATIONS

## Literacy 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 literacy theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy 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 literacy learners.

Learning Outcomes	Assessment Criteria	Assessment
The learner will	The learner can	
1. Understand theories and principles relating to language acquisition and learning.	1.1 Analyse theories of language acquisition and learning.	Part 1
	1.2 Analyse language teaching approaches associated with theories of 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 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
	3.4 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 literacy learners.	Part 3
	4.2 Analyse the processes involved in reading and writing for literacy learners.	Part 3
	4.3 Explain the mutual dependence of reading, listening, writing and speaking 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;
  - At phoneme level e.g. 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

### Assessment Tasks

#### Part 1

- Write a critical review of the key theories of first and second language and literacy acquisition and development.
- Analyse a range of language and literacy approaches to teaching, and relate them to the key theories.

1200-1500 words

#### Part 2

- Select a recorded group discussion and a written text from a literacy context. Present a detailed analysis of the spoken and written English used.
- Present your findings as a report given as a seminar to your course members.

1200-1500 words

#### Part 3

- Discuss and analyse the processes by which learners move from beginner stage to competence in Reading, Writing, Speaking and Listening.
- In a specified learning context, indicate the main features of a teaching strategy which demonstrates the interdependence of the four skills

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 Education and Training (including Teaching English: Literacy)

# UNIT SPECIFICATIONS

## Literacy 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 the key issues relating to the English language and of key factors relating to the literacy 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.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Assessment 3PF</b>
The learner will	The learner can	
1. Understand the significance of language change and variety for literacy 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 lexis.	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 3
	1.3 Explain ways in which language change and variety can have an impact on literacy 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 1 Part 3
	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 literacy 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 learners	4.1 Identify the skills, knowledge and understanding that can be assessed in literacy.	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	6.1 Identify literacy and language skills needed across contexts and subjects.	TRL PDE

of literacy and language skills in learning programmes.	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
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## 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 'English's' rather than the existence of one single English language.
- The role of Standard English in the literacy 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 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 programmes – their current use of language, their cultures and life experiences.
- The effect of government policy (educational and non educational policy) on literacy 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.
- Current theories and principles relating to language acquisition and bilingualism (e.g. 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.

### 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 assessment tasks and 3PF

<b>Assessment Tasks</b>	
<b>Part 1</b>	
<ul style="list-style-type: none"><li>▪ 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.</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
<b>Part 2</b>	
<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 literacy learners.</li><li>▪ Comment on a range of personal, social and cultural factors which 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
<b>Part 3</b>	
<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 will have on your teaching literacy learners and their language and literacy 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.</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

Level5 Diploma in Education and Training (including Teaching English: Literacy)

# 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 the 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.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Assessment 3PF</b>
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 lexis.	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.
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- 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

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- 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 (e.g. 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 assessment tasks and 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/literacy learners.
- Comment on a range of personal, social and cultural factors that 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 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.
- 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 Education and Training (including Teaching English: Literacy)

Level 5 Diploma in Teaching English: ESOL

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

**Summary Record of Achievement**

**Level 5 Diploma in Teaching English: Literacy**

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

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Literacy teaching and learning	5	15			
Literacy theories and frameworks	5	15			
Literacy and the learners	5	15			
Literacy, ESOL and the learners	5	15			

Minimum Credit Value of Qualification: 45

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 Teaching English: Literacy

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>	
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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**

**Reflections on observer feedback**

**Action points / plan**

**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>Literacy 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 a literacy context, and should involve working with groups of learners. Practice must be undertaken within at least two of the three levels of the literacy 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 a literacy context. Assessed observations should include at least one literacy 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>Literacy theories and frameworks</b> Level 5	No	No	n/a

# APPENDIX 4

## 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 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 7

### 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 8

### 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* Exeter Learning Matters
- Gravells A (2016) *Principles and Practice of Assessment* 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

#### **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/>

- Hobley, 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/Hobleyvol3no2doi.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

Reflect: available at [www.set.et-foundation.co.uk](http://www.set.et-foundation.co.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/>

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>

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