

## Qualification Guidance

For awarding organisations

### Optional units for QCF Education and Training qualifications

May 2013





## Contents

Glossary .....	2
Section 1 Introduction .....	3
1.1 Purpose of this document.....	3
1.2 How to use this document.....	3
Section 2 List of optional units of assessment .....	4
Section 3 Summary of practice, including observed and assessed practice, requirements .....	21
Section 4 Units of assessment.....	34
Action learning to support development of subject specific pedagogy (M/503/5376).....	34
Action research (T/503/5380).....	36
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (F/505/0187) .....	39
Delivering employability skills (M/505/1089) .....	42
Developing, using and organising resources within a specialist area (H/505/1090).....	44
Effective partnership working in the learning and teaching context (Y/503/5310).....	46
Equality and diversity (Y/503/5789) .....	49
Evaluating learning programmes (K/505/109).....	51
Inclusive practice (L/503/5384) .....	53
Preparing for the coaching role (J/505/0188) .....	55
Preparing for the mentoring role (L/505/0189) .....	57
Preparing for the personal tutoring role (T/505/1093).....	59
Principles and practice of lip-reading teaching (L/504/0231) .....	62
Specialist delivery techniques and activities (R/504/0229).....	64
Teaching in a specialist area (J/505/1096).....	66
Understanding and managing behaviours in a learning environment (Y/505/1099).....	68
Understanding and managing behaviours in a learning environment (L/505/1102) .....	70
Working with the 14-19 age range in education and training (D/505/1105).....	76

## Glossary

This table gives definitions for the terms and acronyms used in this document.

Acronym / Term	Definition
APL	Accreditation of prior learning
Credit	One credit equates to ten notional hours of learning (QCF)
ESOL	English for speakers of other languages
GLH	Guided learning hours (as defined by the Skills Funding Agency)
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
QCF	Qualifications and Credit Framework

## Section 1 Introduction

### 1.1 Purpose of this document

This document provides the optional units and related information needed by awarding organisations to develop their qualification structures for the following QCF qualifications in the Education and Training suite:

- Level 4 Certificate in Education and Training (QCF)
- Level 5 Diploma in Education and Training (QCF)
- Level 5 Diploma in Education and Training (QCF) including a specialist pathway
- Level 5 Diploma in Education and Training (English: Literacy) (QCF)
- Level 5 Diploma in Education and Training (English: ESOL) (QCF)
- Level 5 Diploma in Education and Training (English: Literacy and ESOL) (QCF)
- Level 5 Diploma in Education and Training (Mathematics: Numeracy) (QCF)
- Level 5 Diploma in Education and Training (Disabled Learners) (QCF).

The mandatory unit specifications and the detailed technical information required by awarding organisations to develop these QCF qualifications are available in the separate LSIS qualification guidance documents available on the Excellence Gateway

This document does not provide general information about the suite of teaching qualifications being introduced from 2013 for the further education and skills sector. This is available in the separate LSIS guidance document, *Teaching and Training Qualifications for the Further Education and Skills Sector in England (2013): Guidance for employers and practitioners (LSIS, 2013)*.

### 1.2 How to use this document

The document is arranged as follows:

- Section 1 provides an overview of what this document covers.
- Section 2 lists all the optional units in the Education and Training suite of qualifications and identifies where they appear in the rules of combination for each qualification.
- Section 3 summarises the practice requirements for each unit.
- Section 4 provides details of the optional units that are not included in other qualification guidance. The units from the standalone specialist diplomas, the units from the Learning and Development qualifications and the units from the *Award in English for Literacy and Language Teaching* and the *Award in Mathematics for Numeracy Teaching* are included in the separate qualification guidance documents.

The units of assessment are provided in this document for information. Awarding organisations should always refer to the final versions of the units in RITS when developing and regulating qualifications.

## Section 2 List of optional units of assessment

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Action learning for teaching in a specialist area of disability (J/505/0756) Level 5 ( <i>Level 5 Diploma in Teaching Disabled Learners unit</i> )	X	X	✓	✓	X	X
Action learning to support development of subject specific pedagogy (M/503/5376) Level 5	X	✓	✓	X	✓	X
Action research (T/503/5380) Level 5	X	✓	✓	X	✓	X

<sup>1</sup> In the *Level 5 Diploma in Education and Training including a specialist pathway*, the units from the standalone specialist qualifications are combined with the mandatory units from the Level 5 Diploma in Education and Training. Although listed here for completeness, the units are actually mandatory or restricted optional.

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Analysing English language for literacy and language teaching (J/503/4850) Level 3 (Award in English for Literacy and Language Teaching unit)	X	✓	X	X	X	X
Assess occupational competence in the work environment (H/601/5314) Level 3 (Learning and Development unit)	X	✓	X	X	X	X
Assess vocational skills, knowledge and understanding (F/601/5319) Level 3 (Learning and Development unit)	X	✓	X	X	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (F/505/0187) Level 3	X	✓	X	X	X	X
Delivering employability skills (M/505/1089) Level 4	X	✓	✓	X	X	X
Develop and prepare resources for learning and development (A/502/9547) Level 4 ( <i>Learning and Development unit</i> )	X	✓	✓	X	X	X
Develop learning and development programmes (M/502/9545) Level 4 ( <i>Learning and Development unit</i> )	X	✓	✓	X	X	X



Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Developing, using and organising resources within a specialist area (H/505/1090) Level 5	X	✓	✓	X	✓	X
Effective partnership working in the learning and teaching context (Y/503/5310) Level 4	X	✓	✓	X	✓	X
Engage learners in the learning and development process (F/502/9551) Level 3 ( <i>Learning and Development unit</i> )	X	✓	X	X	X	X
Engage with employers to develop and support learning provision (Y/502/9555) Level 3 ( <i>Learning and Development unit</i> )	X	✓	X	X	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Engage with employers to facilitate workforce development (D/502/9556) Level 4 ( <i>Learning and Development unit</i> )	X	✓	✓	X	X	X
Equality and diversity (Y/503/5789) Level 4	X	✓	✓	X	X	X
ESOL and the learners (F/505/0786) Level 5 ( <i>Level 5 Diploma in Teaching English: ESOL unit</i> )	X	X	✓	✓	✓	✓
ESOL teaching and learning (M/505/0783) Level 5 ( <i>Level 5 Diploma in Teaching English: ESOL unit</i> )	X	X	X	✓	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
ESOL theories and frameworks (A/505/0785) Level 5 ( <i>Level 5 Diploma in Teaching English: ESOL unit</i> )	X	X	✓	✓	X	X
Evaluating learning programmes (K/505/1091) Level 4	X	✓	✓	X	X	X
Facilitate learning and development for individuals (J/502/9549) Level 3 ( <i>Learning and Development unit</i> )	✓	X	X	X	X	X
Facilitate learning and development in groups (F/502/9548) Level 3 ( <i>Learning and Development unit</i> )	✓	X	X	X	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Identify individual learning and development needs (K/502/9544) Level 3 ( <i>Learning and Development unit</i> )	X	✓	X	X	X	X
Identify the learning needs of organisations (H/502/9543) Level 4 ( <i>Learning and Development unit</i> )	X	✓	✓	X	X	X
Inclusive practice (L/503/5384) Level 4	X	✓	✓	X	✓	X
Inclusive teaching and learning for disabled learners (R/505/0758) Level 5 ( <i>Level 5 Diploma in Teaching Disabled Learners unit</i> )	X	X	X	✓	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Internally assure the quality of assessment (A/601/5321) Level 4 ( <i>Learning and Development unit</i> )	X	✓	✓	X	X	X
Literacy and ESOL and the learners (L/505/0791) Level 5 ( <i>Level 5 Diploma in Teaching English: Literacy and ESOL unit</i> )	X	X	✓	✓	X	X
Literacy and ESOL teaching and learning (L/505/0788) Level 5 ( <i>Level 5 Diploma in Teaching English: Literacy and ESOL unit</i> )	X	X	X	✓	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Literacy and ESOL theories and frameworks (J/505/0790) Level 5 (Level 5 Diploma in Teaching English: Literacy and ESOL unit)	X	X	✓	✓	X	X
Literacy and the learners (L/505/0774) Level 5 (Level 5 Diploma in Teaching English: Literacy unit)	X	X	✓	✓	✓	✓
Literacy, ESOL and the learners (Y/505/0776) Level 5 (Level 5 Diploma in Teaching English: ESOL and Level 5 Diploma in Teaching English: Literacy unit)	X	X	✓	✓	✓	✓

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Literacy teaching and learning (A/505/0771) Level 5 ( <i>Level 5 Diploma in Teaching English: Literacy unit</i> )	X	X	X	✓	X	X
Literacy theories and frameworks (J/505/0773) Level 5 ( <i>Level 5 Diploma in Teaching English: Literacy unit</i> )	X	X	✓	✓	X	X
Manage learning and development in groups (A/502/9550) Level 4 ( <i>Learning and Development unit</i> )	X	✓	✓	X	X	X
Numeracy and the learners (K/505/0765) Level 5 ( <i>Level 5 Diploma in teaching Mathematics: Numeracy unit</i> )	X	X	✓	✓	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Numeracy knowledge, and understanding (H/505/0764) Level 5 ( <i>Level 5 Diploma in teaching Mathematics: Numeracy unit</i> )	X	X	✓	✓	X	X
Numeracy teaching and learning (M/505/0766) Level 5 ( <i>Level 5 Diploma in teaching Mathematics: Numeracy unit</i> )	X	X	X	✓	X	X
Preparing for the coaching role (J/505/0188) Level 4	X	✓	✓	X	X	X
Preparing for the mentoring role (L/505/0189) Level 4	X	✓	✓	X	X	X



Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Preparing for the personal tutoring role (T/505/1093) Level 4	X	✓	✓	X	X	X
Principles and practice of literacy teaching (L/504/0231) Level 4	X	✓	✓	X	X	X
Reading skills for literacy and language teaching (R/503/4852) Level 3 (Award in English for Literacy and Language Teaching unit)	X	✓	X	X	X	X
Speaking and listening skills for literacy and language teaching (D/503/4854) Level 3 (Award in English for Literacy and Language Teaching unit)	X	✓	X	X	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Specialist delivery techniques and activities (R/504/0229) Level 4	X	✓	✓	X	X	X
Teaching in a specialist area (J/505/1096) Level 4	X	✓	✓	X	X	X
Understanding and managing behaviours in a learning environment (Y/505/1099) Level 4	X	✓	✓	X	X	X
Understanding and managing behaviours in a learning environment (L/505/1102) Level 5	X	✓	✓	X	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052) Level 3	✓	X	X	X	X	X
Understanding assessment in education and training (R/505/0050) Level 3	✓	X	X	X	X	X
Understanding the principles and practices of assessment (D/601/5313) Level 3 ( <i>Learning and Development unit</i> )	✓	X	X	X	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322) Level 4 ( <i>Learning and Development unit</i> )	X	✓	✓	X	X	X
Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) Level 4 ( <i>Learning and Development unit</i> )	X	✓	✓	X	X	X
Understanding theories and frameworks for teaching disabled learners (Y/505/0759) Level 5 ( <i>Level 5 Diploma in Teaching Disabled Learners unit</i> )	X	X	✓	✓	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Using mathematics: academic subjects (T/503/4861) Level 3 (Award in Mathematics for Numeracy Teaching unit)	X	✓	X	X	X	X
Using mathematics: personal and public life (A/503/4859) Level 3 (Award in Mathematics for Numeracy Teaching unit)	X	✓	X	X	X	X
Using mathematics: professional and vocational contexts (F/503/4863) Level 3 (Award in Mathematics for Numeracy Teaching unit)	X	✓	X	X	X	X

Optional unit title	Qualification title					
	Level 3 Award in Education and Training	Level 4 Certificate in Education and Training	Level 5 Diploma in Education and Training	Level 5 Diploma in Education and Training including a specialist pathway <sup>1</sup>	Level 5 Diploma in Education and Training: integrated qualifications	Level 5 Diplomas: standalone qualifications
Working with the 14-19 age range in the learning environment (D/505/1105) Level 4	X	✓	X	X	X	X
Writing skills for literacy and language teaching (K/503/4856) Level 3 (Award in English for Literacy and Language Teaching unit)	X	✓	X	X	X	X

## Section 3 Summary of practice, including observed and assessed practice, requirements

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Action learning for teaching in a specialist area of disability (J/505/0756) Level 5 ( <i>Level 5 Diploma in Teaching Disabled Learners unit</i> )	No	No	n/a
Action learning to support development of subject specific pedagogy (M/503/5376) Level 5	No	No	n/a
Action research (T/503/5380) Level 5	No	No	n/a
Analysing English language for literacy and language teaching (J/503/4850) Level 3 ( <i>Award in English for Literacy and Language Teaching unit</i> )	No	No	n/a
Assess occupational competence in the work environment (H/601/5314) Level 3 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.  Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Assess vocational skills, knowledge and understanding (F/601/5319) Level 3 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (F/505/0187) Level 3	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Delivering employability skills (M/505/1089) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Develop and prepare resources for learning and development (A/502/9547) Level 4 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Develop learning and development programmes (M/502/9545) Level 4 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.



Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Developing, using and organising resources within a specialist area (H/505/1090) Level 5	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Effective partnership working in the learning and teaching context (Y/503/5310) Level 4	No	No	n/a
Engage learners in the learning and development process (F/502/9551) Level 3 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Engage with employers to develop and support learning provision (Y/502/9555) Level 3 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Engage with employers to facilitate workforce development (D/502/9556) Level 4 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Equality and diversity (Y/503/5789) Level 4	No	No	n/a
ESOL and the learners (F/505/0786) Level 5 ( <i>Level 5 Diploma in Teaching English: ESOL unit</i> )	No	No	n/a
ESOL teaching and learning (M/505/0783) Level 5 ( <i>Level 5 Diploma in Teaching English: ESOL unit</i> )	Yes	Yes	<p>Trainee teachers must complete a minimum of 50 hours of practice to achieve the <i>Level 5 Diploma in Teaching English: ESOL</i>. The minimum number of hours of practice 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 and in an ESOL context. Assessed observations should include at least one ESOL observation at Entry Level.</p> <p>There is no transfer of practice hours or observed and assessed practice hours from a previously achieved education and training qualification.</p>
ESOL theories and frameworks (A/505/0785) Level 5 ( <i>Level 5 Diploma in Teaching English: ESOL unit</i> )	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Evaluating learning programmes (K/505/1091) Level 4	No	No	n/a
Facilitate learning and development for individuals (J/502/9549) Level 3 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Facilitate learning and development in groups (F/502/9548) Level 3 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Identify individual learning and development needs (K/502/9544) Level 3 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Identify the learning needs of organisations (H/502/9543) Level 4 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Inclusive practice (L/503/5384) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Inclusive teaching and learning for disabled learners (R/505/0758) Level 5 ( <i>Level 5 Diploma in Teaching Disabled Learners unit</i> )	Yes	Yes	<p>Trainee teachers must complete a minimum of 50 hours of practice to achieve the <i>Level 5 Diploma in Teaching Disabled Learners</i>. The minimum number of hours of practice 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 earning and teaching environments with disabled learners, and should involve working with groups of learners.</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 with disabled learners.</p> <p>There is no transfer of practice hours or observed and assessed practice hours from a previously achieved education and training qualification.</p>
Internally assure the quality of assessment (A/601/5321) Level 4 ( <i>Learning and Development unit</i> )	Yes	Yes	<p>This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.</p> <p>Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.</p>
Literacy and ESOL and the learners (L/505/0791) Level 5 ( <i>Level 5 Diploma in Teaching English: Literacy and ESOL unit</i> )	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Literacy and ESOL teaching and learning (L/505/0788) Level 5 ( <i>Level 5 Diploma in Teaching English: Literacy and ESOL unit</i> )	Yes	Yes	<p>Trainee teachers must complete a minimum of 70 hours of practice to achieve the <i>Level 5 Diploma in Teaching English: Literacy and ESOL</i>. The minimum number of hours of practice 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/ESOL 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 six assessed observations of practice at the required standard, totalling a minimum of six hours. All of these observations must be in teaching and learning environments and in a literacy/ESOL context. Assessed observations should include at least one literacy and one ESOL observation at Entry Level.</p> <p>There is no transfer of practice hours, or observed and assessed practice hours, from a previously achieved education and training qualification.</p>
Literacy and ESOL theories and frameworks (J/505/0790) Level 5 ( <i>Level 5 Diploma in Teaching English: Literacy and ESOL unit</i> )	No	No	n/a
Literacy and the learners (L/505/0774) Level 5 ( <i>Level 5 Diploma in Teaching English: Literacy unit</i> )	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Literacy, ESOL and the learners (Y/505/0776) Level 5 ( <i>Level 5 Diploma in Teaching English: ESOL and Level 5 Diploma in Teaching English: Literacy unit</i> )	No	No	n/a
Literacy teaching and learning (A/505/0771) Level 5 ( <i>Level 5 Diploma in Teaching English: Literacy unit</i> )	Yes	Yes	<p>Trainee teachers must complete a minimum of 50 hours of practice to achieve the <i>Level 5 Diploma in Teaching English: Literacy</i>. The minimum number of hours of practice 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 and in a literacy context. Assessed observations should include at least one literacy observation at Entry Level.</p> <p>There is no transfer of practice hours or observed and assessed practice hours from a previously achieved education and training qualification.</p>
Literacy theories and frameworks (J/505/0773) Level 5 ( <i>Level 5 Diploma in Teaching English: Literacy unit</i> )	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Manage learning and development in groups (A/502/9550) Level 4 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Numeracy and the learners (K/505/0765) Level 5 ( <i>Level 5 Diploma in teaching Mathematics: Numeracy unit</i> )	No	No	n/a
Numeracy knowledge and understanding (H/505/0764) Level 5 ( <i>Level 5 Diploma in teaching Mathematics: Numeracy unit</i> )	No	No	n/a
Numeracy teaching and learning (M/505/0766) Level 5 ( <i>Level 5 Diploma in teaching Mathematics: Numeracy unit</i> )	Yes	Yes	Trainee teachers must complete a minimum of 50 hours of practice to achieve the <i>Level 5 Diploma in Teaching Mathematics: Numeracy</i> . There is a requirement for a minimum of 50 hours of practice for this unit. Practice must be in teaching and learning environments with a numeracy context, and should involve working with groups of learners. Practice must be undertaken within at least two of the three levels of the numeracy curriculum – Entry Level and one other level.  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 of these observations must be in teaching and learning environments and in a numeracy context. Assessed observations should include at least one numeracy observation at Entry Level.  There is no transfer of practice hours or observed and assessed practice hours from a previously achieved education and training qualification.

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Preparing for the coaching role (J/505/0188) Level 4	No	No	n/a
Preparing for the mentoring role (L/505/0189) Level 4	No	No	n/a
Preparing for the personal tutoring role (T/505/1093) Level 4	No	No	n/a
Principles and practice of lipreading teaching (L/504/0231) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Reading skills for literacy and language teaching (R/503/4852) Level 3 (Award in English for Literacy and Language Teaching unit)	No	No	n/a
Speaking and listening skills for literacy and language teaching (D/503/4854) Level 3 (Award in English for Literacy and Language Teaching unit)	No	No	n/a



Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Specialist delivery techniques and activities (R/504/0229) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Teaching in a specialist area (J/505/1096) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Understanding and managing behaviours in a learning environment (Y/505/1099) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Understanding and managing behaviours in a learning environment (L/505/1102) Level 5	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052) Level 3	Yes	Yes	For this optional unit for the <i>Level 3 Award in Education and Training</i> there is a requirement to undertake microteaching for assessment purposes. A trainee teacher must be involved in at least one hour of microteaching and must deliver at least one 15-minute microteaching session that is observed and assessed. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.
Understanding assessment in education and training (R/505/0050) Level 3	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Understanding the principles and practices of assessment (D/601/5313) Level 3 ( <i>Learning and Development unit</i> )	No	No	n/a
Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322) Level 4 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) Level 4 ( <i>Learning and Development unit</i> )	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Understanding theories and frameworks for teaching disabled learners (Y/505/0759) Level 5 ( <i>Level 5 Diploma in Teaching Disabled Learners unit</i> )	No	No	n/a
Using mathematics: academic subjects (T/503/4861) Level 3 ( <i>Award in Mathematics for Numeracy Teaching unit</i> )	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Using mathematics: personal and public life (A/503/4859) Level 3 (Award in Mathematics for Numeracy Teaching unit)	No	No	n/a
Using mathematics: professional and vocational contexts (F/503/4863) Level 3 (Award in Mathematics for Numeracy Teaching unit)	No	No	n/a
Working with the 14-19 age range in the learning environment (D/505/1105) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Writing skills for literacy and language teaching (K/503/4856) Level 3 (Award in English for Literacy and Language Teaching unit)	No	No	n/a

## Section 4 Units of assessment

Unit title	Action learning to support development of subject specific pedagogy (M/503/5376)	
Credit level	5	
Credit value	15	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand how to identify an area of interest related to practice in own subject specific area.	1.1	Justify own selection of an area of interest for investigation.
	1.2	Evaluate ways in which enhanced knowledge from investigation of an area of interest could improve subject specific pedagogy.
2. Be able to investigate current good practice in own subject specific area.	2.1	Justify own selection of sources for investigation.
	2.2	Critically review current literature relating to practice in own subject specific area.
	2.3	Evaluate the practice of other subject specialists in own subject specific area.
3. Be able to work with others to improve own skills in reflective practice.	3.1	Engage in professional debate within an action learning set.
	3.2	Engage in reflection on practice with peers.
4. Be able to evaluate own practice in a subject specific area.	4.1	Identify own strengths and areas for improvement in relation to a selected area of interest.
	4.2	Evaluate the potential impact on own practice of new learning from investigation of an area of interest.
5. Be able to apply learning from investigation of an area of interest to own practice in a subject specific area.	5.1	Justify selected areas for development based on findings from investigation of an area of interest.
	5.2	Evaluate the benefits of changes made to own practice.
6. Be able to present findings from investigation of an area of interest in own subject specific area.	6.1	Report own findings from investigation of an area of practice.
	6.2	Justify own conclusions drawn from investigation of an area of practice.
	6.3	Justify own recommendations for improving practice within subject specific pedagogy.

Unit title	Action learning to support development of specific pedagogy (M/503/5376) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable the learner to investigate an area of interest related to the teaching of their own subject specialist area. It includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current relevant literature and evaluating other subject specialists. It also involves engaging with peers, evaluating strengths and areas for development in own practice, and presenting findings clearly and objectively.
Unit available from	30 September 2011
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	50

Unit title	Action research (T/503/5380)	
Credit level	5	
Credit value	15	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the purpose and nature of action research.	1.1	Explain the purpose of action research.
	1.2	Analyse key features of the action research process.
	1.3	Analyse the implications of a model of action research.
2. Be able to initiate action research.	2.1	Justify own choice of an area of practice for action research.
	2.2	Plan a clear intervention strategy.
	2.3	Justify the choice and timescales of an intervention strategy.
	2.4	Explain how ethical and political considerations and issues of confidentiality will be observed in practice.
	2.5	Implement a clear intervention strategy.
3. Understand ways of carrying out action research.	3.1	Evaluate methods for action research.
	3.2	Evaluate methods of collecting qualitative and quantitative data.
	3.3	Review ways in which collected data may be analysed.
4. Be able to carry out action research.	4.1	Draw on selected literature relating to an area of practice for action research.
	4.2	Justify own choice of methods selected for action research.
	4.3	Collect data relating to an area of practice for action research.
	4.4	Analyse data collected from action research.
	4.5	Present data collected from action research.
	4.6	Draw conclusions based on findings from action research.

Unit title	Action research (T/503/5380) (continued)	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
5. Be able to present the outcomes of action research.	5.1	Report own findings and conclusions from action research.
	5.2	Justify own recommendations for action to be taken based on conclusions from action research.
6. Be able to evaluate own practice in relation to action research.	6.1	Analyse the effectiveness of own practice in relation to action research.
	6.2	Identify own strengths and areas for improvement in relation to action research.
	6.3	Plan opportunities to improve own skills in action research.

Unit title	Action research (T/503/5380) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research.
Unit available from	30 September 2011
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	50



Unit title	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (F/505/0187)	
Credit level	3	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to promote understanding of recognition and accreditation of prior learning with external stakeholders.	1.1	Describe models of recognition to learners, assessors and other relevant stakeholders.
	1.2	Describe how external stakeholders can support the professional skills and competencies of those involved in providing guidance on recognition and accreditation of prior learning.
	1.3	Explain the relevant processes, procedures, and criteria that ensure recognition of prior learning is accepted as equivalent to other forms of assessment by relevant external stakeholders.
2. Understand how to provide guidance for learners.	2.1	Describe procedures for providing professional guidance for learners, assessors and other relevant stakeholders.
	2.2	Explain the importance of guidance that ensures learners have ownership of the process of recognition and, where appropriate, accreditation, as an entitlement or right.
3. Be able to support learners to recognise prior learning and achievement.	3.1	Provide guidance for learners in choosing target qualifications that include their prior learning.
	3.2	Describe evidence required to meet the relevant learning outcomes, assessment criteria, and verification <b>requirements for the learners' target unit(s).</b>
	3.3	Support learners with different needs to collect, organise and present theoretical and performance evidence to meet the requirements of the target unit(s).

Unit title	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (F/505/0187) (continued)	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
4. Be able to assess evidence presented by learners.	4.1	Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance.
	4.2	Judge the reliability, validity, authenticity, currency, relevance, and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target unit(s).
	4.3	Provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target unit(s) identifying the additional evidence required.
	4.4	Maintain records for assessment and verification purposes.
5. Be able to evaluate and improve practice.	5.1	Evaluate own, learner and the assessment team experiences of applying the recognition process.
	5.2	Identify improvements to practice.

Unit title	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (F/505/0187) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The aim of the unit is to understand and demonstrate how to provide guidance for, promote, and undertake practice related to recognition and accreditation of prior learning.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted. There is a requirement to observe and assess practice in this unit.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	30

Unit title	Delivering employability skills (M/505/1089)	
Credit level	4	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the difference between employability skills and employment skills.	1.1	Explain the differences between employability skills and employment skills.
	1.2	Explain the benefits to learners of having employability skills.
2. Understand the personal qualities and skills needed for the delivery of employability skills.	2.1	Analyse personal qualities and skills required for the delivery of employability skills.
	2.2	Analyse the influence of personal presentation on the success of the delivery of employability skills.
3. Be able to use techniques, strategies, and practices that reflect the workplace in the delivery of employability skills.	3.1	Review techniques for the delivery of employability skills.
	3.2	Review strategies used to transform training areas to reflect a realistic working environment.
	3.3	Plan employability skills sessions that: <ul style="list-style-type: none"> <li>• meet the needs of learners; and</li> <li>• reflect a realistic working environment.</li> </ul>
	3.4	Use selected techniques and strategies to deliver employability skills sessions.
	3.5	Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners.
4. Be able to evaluate own delivery of employability skills.	4.1	Evaluate the effectiveness of techniques, strategies, and practices used for the delivery of employability skills.
	4.2	Identify own strengths and areas for improvement for the delivery of employability skills.

Unit title	Delivering employability skills (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to deliver employability skills sessions. It includes consideration of the differences between employability and employment skills; the personal qualities, skills and techniques needed for the delivery of employability skills; and how the learning environment and personal presentation influence the success of the delivery of employability skills. It also includes delivering employability skills and using techniques and practices that reflect the workplace.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted. There is a requirement to observe and assess practice in this unit.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	20

Unit title	Developing, using and organising resources within a specialist area (H/505/1090)	
Credit level	5	
Credit value	15	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the purpose and use of resources in own specialist area.	1.1	Explain the purpose of resources in teaching and learning.
	1.2	Evaluate the effectiveness of specific resources in own specialist area in meeting individual learning needs.
2. Be able to develop and use inclusive resources in own specialist area.	2.1	Analyse principles of resource design.
	2.2	Evaluate sources that inform resource development in own specialist area.
	2.3	Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area.
	2.4	Analyse ways in which resources can be adapted to enable an inclusive approach on own specialist area.
	2.5	Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area.
	2.6	Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area.
	2.7	Employ resources to engage and meet the individual needs of learners in own specialist area.
3. Understand how to organise and enable access to resources.	3.1	Explain ways in which resources can be classified and stored.
	3.2	Review ways of sharing resources with other learning professionals.
4. Understand legal requirements and responsibilities relating to the development and use of resources.	4.1	Review legal requirements and responsibilities relating to the development and use of resources.
	4.2	Analyse the implications of intellectual property rights and copyright for the development and use of resources.
5. Be able to evaluate own practice in relation to development and use of resources in own specialist area.	5.1	Evaluate the effectiveness of own practice in relation to development and use of resources to engage and meet the individual needs of learners in own specialist area.
	5.2	Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area.
	5.3	Plan opportunities to improve own skills in the development and use of resources.

Unit title	Developing, using and organising resources within a specialist area (H/505/1090) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to develop, use, and organise resources within a specialist subject, vocational or other area. It includes the purpose, development and use of resources, how to organise them and enable access to others. It also includes understanding legal requirements and responsibilities relating to resources and evaluating own practice in their development and use.
Unit available from	30 September 2011
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	50

Unit title	Effective partnership working in the learning and teaching context (Y/503/5310)	
Credit level	4	
Credit value	15	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the purpose and nature of partnership working.	1.1	Explain reasons for partnership working.
	1.2	Review opportunities and challenges of working within a partnership.
	1.3	Review models of partnerships.
	1.4	Explain ways of sustaining partnerships and their outputs.
	1.5	Explain the need for ground rules and terms of reference in partnership working.
	1.6	Justify the need for realistic timescales and deadlines in effective partnership working.
2. Understand the purpose, aims, and objectives of a partnership.	2.1	Explain the purpose of a specific partnership.
	2.2	Identify the aims and objectives of a specific partnership.
3. Understand the structure and management of a partnership.	3.1	Review individual roles and responsibilities within a specific partnership.
	3.2	Summarise the potential contribution of stakeholders to a specific partnership.
	3.3	Identify boundaries of individual roles and ownership issues within a specific partnership.
	3.4	Review resource implications for a specific partnership and its individual members.
	3.5	Review how a specific partnership is managed, identifying potential management issues.
4. Understand how to measure and report on a partnership's outputs.	4.1	Summarise performance indicators used to measure the effectiveness of a specific partnership.
	4.2	<b>Review the effectiveness of a specific partnership's outputs, drawing on valid and reliable data.</b>
	4.3	Summarise methods of presenting partnership outputs to interested parties.



Unit title	Effective partnership working in the learning and teaching context (Y/503/5310) (continued)	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
5. Understand how to communicate effectively within a partnership.	5.1	Summarise methods for effective communication between partners.
	5.2	Review the communication strategy of a specific partnership.
	5.3	Review own communication methods and skills as a partnership member.
6. Understand the wider context within which a partnership operates.	6.1	Explain the potential impact of other stakeholders and agencies relating to a specific partnership.
	6.2	Summarise the impact of key government policies and initiatives on a specific partnership.
	6.3	Review ways for a partnership to establish and maintain communities of practice.

Unit title	Effective partnership working in the learning and teaching context (Y/503/5310) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to understand effective partnership working in the teaching and learning context. It includes understanding the purpose and nature of partnership working and the purpose, aims, objectives, structure and management of a specific partnership. It also involves communicating effectively within a partnership and understanding the wider context within which a partnership operates.
Unit available from	30 September 2011
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	50

Unit title	Equality and diversity (Y/503/5789)	
Credit level	4	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the key features of a culture that promotes equality and values diversity.	1.1	Define the meanings of equality and diversity in the UK context.
	1.2	Analyse the benefits of promoting equality and diversity for individual learners.
	1.3	Define legislation, employment regulations, and codes of practice relevant to the promotion of equality and valuing of diversity.
2. Understand the importance of promoting equality and valuing diversity in lifelong learning.	2.1	Reflect on how the promotion of equality and diversity can protect learners from risk of harm.
	2.2	Explain actions that can be taken to value individual learners.
	2.3	Explain good practice in providing individual learners with information.
3. Be able to promote equality and value diversity.	3.1	Use communication strategies to promote equality and diversity.
	3.2	Analyse how own behaviour can impact on an <b>organisation's culture in relation to equality and diversity</b> .
	3.3	Explain how working with other agencies can promote diversity.
4. Understand how to help others in the promotion of equality and valuing of diversity.	4.1	Describe actions by individuals that can undermine equality and diversity.
	4.2	Recommend modifications to systems and structures that do not promote equality and diversity.
5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning.	5.1	Reflect on own strengths in promoting equality and valuing diversity.
	5.2	Evaluate the impact of own practice in promoting equality and valuing diversity.
	5.3	Identify areas for further personal development in promoting equality and valuing diversity.

Unit title	Equality and diversity (Y/503/5789) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to enable learner to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice
Unit available from	30 September 2011
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing 13.2 Direct learning support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	25

Unit title	Evaluating learning programmes (K/505/109)	
Credit level	4	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the principles of evaluating learning programmes.	1.1	Analyse the principles of evaluating learning.
	1.2	Explain how the principles can be applied to learning programmes.
	1.3	Analyse methods used for evaluating the effectiveness of learning programmes.
	1.4	Analyse methods of data collection and analysis used to evaluate learning programmes.
	1.5	Explain the impact of guidelines and legislation on data collection and analysis.
2. Be able to plan the evaluation of a learning programme.	2.1	Develop a framework for the evaluation of a learning programme.
	2.2	Devise objectives in order to achieve evaluation aims.
	2.3	Select methods for evaluating the effectiveness of a learning programme.
	2.4	Select methods for collecting data to evaluate the effectiveness of a learning programme.
3. Be able to evaluate the effectiveness of a learning programme.	3.1	Apply selected methods to evaluate a learning programme.
	3.2	Apply selected methods to collect data to evaluate a learning programme.
	3.3	Analyse data collected to evaluate the effectiveness of a learning programme.
	3.4	Apply relevant guidelines and legislation relevant to data collection and analysis.
	3.5	Present an analysis of evaluation results.
	3.6	Explain how evaluation results can be used to improve a learning programme.

Unit title	Evaluating learning programmes (K/505/109) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to enable learners to understand the principles of evaluating learning programmes and use evaluation methods and data to understand how these can be used to improve learning programmes.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	15

Unit title	Inclusive practice (L/503/5384)	
Credit level	4	
Credit value	15	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand factors that influence learning.	1.1	Review the impact of personal, social, and cultural factors on learning.
	1.2	Review the impact of different cognitive, physical, and sensory abilities on learning.
2. Understand the impact of policy and regulatory frameworks on inclusive practice.	2.1	Summarise policy and regulatory frameworks relating to inclusive practice.
	2.2	Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice.
	2.3	Explain how policy and regulatory frameworks influence own inclusive practice.
3. Understand roles and responsibilities relating to inclusive practice.	3.1	Summarise own role and responsibilities relating to inclusive practice.
	3.2	Explain the relationship between own role and the roles of other professionals involved in inclusive practice.
	3.3	Identify points of referral available to meet individual learning needs.
4. Understand how to create and maintain an inclusive learning environment.	4.1	Review key features and benefits of an inclusive learning environment.
	4.2	Analyse ways to promote equality and value diversity.
	4.3	Analyse ways to promote inclusion.
	4.4	Review strategies for effective liaison between professionals involved in inclusive practice.
5. Understand how to evaluate own inclusive practice.	5.1	Review the effectiveness of own inclusive practice.
	5.2	Identify own strengths and areas for improvement in relation to inclusive practice.
	5.3	Plan opportunities to improve own skills in inclusive practice.

Unit title	Inclusive practice (L/503/5384) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	<b>The aim of this unit is to develop learners' understanding of inclusive practice.</b> It includes factors influencing learning, and legislation relating to inclusive practice. It also includes roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and evaluating own inclusive practice.
Unit available from	30 September 2011
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	50



Unit title	Preparing for the coaching role (J/505/0188)	
Credit level	4	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand own role and responsibilities in relation to coaching.	1.1	Analyse the skills and qualities required for a specific coaching role.
	1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role.
	1.3	Explain why it is important to establish ground rules for engagement and boundaries in a coaching relationship.
	1.4	Explain the importance of acting according to ethical and professional standards in a coaching relationship.
	1.5	Analyse ways of building a relationship with a client in a coaching role.
2. Understand the use of coaching in a specific context.	2.1	Analyse the benefits of coaching in a specific context.
	2.2	Analyse the impact of coaching on individual learning and development.
	2.3	Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none"> <li>• data protection;</li> <li>• privacy;</li> <li>• confidentiality; and</li> <li>• safe-guarding and disclosure.</li> </ul>
	2.4	Identify sources of support to deal with issues which are outside own expertise or authority.
	2.5	Explain what constitutes a safe and comfortable environment for a coaching session.
3. Understand how to identify client goals and outcomes.	3.1	Analyse ways of identifying and agreeing outcomes and goals with clients.
	3.2	Explain the role of a coaching agreement.
	3.3	Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals.
	3.4	Analyse client responsibility and autonomy for making changes.

Unit title	Preparing for the coaching role (J/505/0188) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to prepare the learner for the coaching role by analysing the role of the coach and the use of coaching in a specific context.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupational Standards for Coaching and Mentoring.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	15

Unit title	Preparing for the mentoring role (L/505/0189)	
Credit level	4	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand own role and responsibilities in relation to mentoring.	1.1	Analyse the skills and qualities required for a specific mentoring role.
	1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role.
	1.3	Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship.
	1.4	Explain the importance of acting according to ethical and professional standards in a mentoring relationship.
	1.5	Analyse ways of building a relationship with a client in a mentoring role.
2. Understand the use of mentoring in a specific context.	2.1	Analyse the benefits of mentoring in a specific context.
	2.2	Analyse the impact of mentoring on individual learning and development.
	2.3	Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none"> <li>• data protection;</li> <li>• privacy;</li> <li>• confidentiality; and</li> <li>• safe-guarding and disclosure.</li> </ul>
	2.4	Identify sources of support to deal with issues that are outside own expertise or authority
	2.5	Explain what constitutes a safe and comfortable environment for a mentoring session.
3. Understand how to identify client goals and outcomes.	3.1	Analyse ways of identifying and agreeing outcomes and goals with clients.
	3.2	Explain the role of a mentoring agreement.
	3.3	Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals.
	3.4	Analyse client responsibility and autonomy for making changes.

Unit title	Preparing for the mentoring role (L/505/0189) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to prepare the learner for the mentoring role by analysing the role of the mentor and the use of mentoring in a specific context.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupational Standards for Coaching and Mentoring.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	15

Unit title	Preparing for the personal tutoring role (T/505/1093)	
Credit level	4	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand own role and responsibilities in relation to the personal tutoring role.	1.1	Analyse the skills and qualities required for a personal tutoring role.
	1.2	Explain how own values, behaviours, and attitudes can impact on the personal tutoring role.
	1.3	Explain the boundaries and limitations of a personal tutoring role.
	1.4	Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role.
	1.5	Analyse the importance of communication in a personal tutoring role.
2. Understand factors <b>affecting learners'</b> approaches to learning.	2.1	Analyse <b>how learners'</b> socio-economic, cultural, and personal background, work history, and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning.
	2.2	Explain why it is important that learners take responsibility for their own learning.
	2.3	Explain why it is important that personal tutoring programmes support the development of learning and transferable skills.
	2.4	Analyse strategies to enable learners to engage with learning.
	2.5	Explain factors which identify learners at risk of disengaging from learning.
3. Understand the use of personal tutoring in a specific context.	3.1	Describe the range of support available for learners within a specific context
	3.2	Explain legal and organisational requirements relating to: <ul style="list-style-type: none"> <li>• data protection;</li> <li>• copyright;</li> <li>• privacy;</li> <li>• confidentiality; and</li> <li>• safe-guarding and disclosure.</li> </ul>
	3.3	Explain how to work with others in a specific context to support learners.
	3.4	Explain how to work with external stakeholders and partners to support learners.

Unit title	Preparing for the personal tutoring role (T/505/1093) (continued)	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
4. Understand how to create personal learning targets.	4.1	Explain the purpose of an individual learning plan.
	4.2	Analyse approaches to support learners to create personal learning targets.
	4.3	Explain the importance of reviewing learner progress and targets.

Unit title	Preparing for the personal tutoring role (T/505/1093) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to prepare the learner for the role of personal tutor by analysing the role of the personal tutor, <b>factors affecting learners' attitudes to learning</b> , the use of personal tutoring in a specific context and target setting.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the National Occupational Standards for Personal Tutoring.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	15

Unit title	Principles and practice of lipreading teaching (L/504/0231)	
Credit level	4	
Credit value	12	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the physiological processes and psychological functions of hearing.	1.1	Identify the physiological processes involved in hearing.
	1.2	Identify the psychological functions of hearing.
2. Understand the effects of acquired hearing loss.	2.1	Analyse factors that lead to acquired hearing loss.
	2.2	Analyse types of hearing loss and the psychological, social, and emotional effects of the impact of acquired hearing loss.
	2.3	Analyse the impact of acquired hearing loss on education and employment opportunities.
3. Understand ways in which amplification and lip-reading are optimised by those with hearing loss.	3.1	Evaluate hearing aids and implants available to support hearing loss.
	3.2	Analyse the roles of health professionals in identifying and supporting hearing loss.
	3.3	Analyse the optimum conditions for lip-reading and using a hearing aid.
4. Understand the phonology of spoken English and its application to lip-reading learning and teaching.	4.1	Explain aspects of the phonology of spoken English that have implications for teaching and learning lip-reading.
	4.2	Identify the shapes of spoken English to adults with acquired hearing loss.
	4.3	Explain strategies used to lip-read by adults with acquired hearing loss.
5. Be able to use specialist techniques and methodology for teaching lip-reading	5.1	Explain and demonstrate the use of voice and devoice techniques in supporting lip-reading development.
	5.2	Explain and demonstrate the use of specialist methods for teaching lip-reading to adults.
	5.3	Justify own selection and use of specialist resources to support the development of lip-reading skills by adults.
6. Understand assistive aids and services available to those with acquired hearing loss.	6.1	Evaluate assistive equipment available to those with hearing loss.
	6.2	Evaluate services offered by agencies and organisations to those with acquired hearing loss.



Unit title	Principles and practice of lipreading teaching (L/504/0231) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to provide learners with the specialist knowledge, understanding, and specialist techniques needed to become an effective teacher of lip-reading to adults.
Unit available from	1 May 2012
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted. There is a requirement to observe and assess practice in this unit.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	48

Unit title	Specialist delivery techniques and activities (R/504/0229)	
Credit level	4	
Credit value	9	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the role of specialist delivery techniques in a specific area.	1.1	Explain the purpose of specialist delivery techniques in meeting learner needs in a specific area.
	1.2	Identify learning needs that can be met through the use of specialist delivery techniques.
	1.3	Justify the use of specialist delivery techniques to meet the needs of learners in a specific area.
2. Be able to develop specialist delivery techniques and learning activities in own specific area.	2.1	Review issues that influence the development of specialist delivery techniques.
	2.2	Select specialist delivery techniques to meet the needs of learners.
	2.3	Plan the use of specific learning activities to support specialist delivery techniques.
	2.4	Select resources to support specialist delivery techniques and learning activities.
	2.5	Identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners.
3. Be able to use specialist delivery techniques and learning activities.	3.1	Use specialist delivery techniques and learning activities to meet the needs of learners.
	3.2	Use resources to support specialist delivery techniques and learning activities.
4. Be able to evaluate own practice in relation to specialist delivery techniques.	4.1	Review the effectiveness of own use of specialist delivery techniques to meet the needs of learners.
	4.2	Identify strengths and areas for improvement in own skills in the development and use of specialist delivery techniques.

Unit title	Specialist delivery techniques and activities (R/504/0229) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	This unit aims to enable the learner to explore the use of specialist delivery techniques in their own specialist vocational or subject area.
Unit available from	April 2012
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	30

Unit title	Teaching in a specialist area (J/505/1096)	
Credit level	4	
Credit value	15	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the aims and philosophy of education and training in a specialist area.	1.1	Explain key aims of education and training in own specialist area.
	1.2	Analyse philosophical issues relating to education and training in own specialist area.
2. Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area.	2.1	Describe the aims and structure of key qualifications in own specialist area.
	2.2	Describe the aims and structure of learning programmes in own specialist area.
	2.3	Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met.
3. Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area.	3.1	Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area.
	3.2	Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies.
4. Understand how to use resources for inclusive teaching and learning in a specialist area.	4.1	Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area.
	4.2	Analyse the inclusiveness of own use of teaching and learning resources in a specialist area.
5. Be able to work with others within a specialist area to develop own practice.	5.1	Liaise with others within a specialist area to develop own practice.
	5.2	Review the impact of liaison with other teachers and trainers within own specialist area on own practice.
6. Be able to evaluate, improve and update own knowledge and skills in a specialist area.	6.1	Review the effectiveness of own knowledge and skills in a specialist area.
	6.2	Identify own strengths and areas for improvement in relation to practice in a specialist area.
	6.3	Identify opportunities to improve and update own knowledge and skills in a specialist area.

Unit title	Teaching in a specialist area (J/505/1096) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The unit aims to develop learners' knowledge and skills in relation to teaching in a specialist area. The specialist area may be a vocational or subject area. It includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key qualifications and learning programmes qualifications available to learners. It also includes curriculum issues, inclusive teaching and learning, and evaluating and improving own practice in a specialist area.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	50

Unit title	Understanding and managing behaviours in a learning environment (Y/505/1099)	
Credit level	4	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand potential factors leading to behaviours that disrupt a learning environment.	1.1	Describe behaviours that can occur in a learning environment.
	1.2	Explain potential factors leading to behaviours that can disrupt a learning environment.
2. Understand organisational policies relating to managing behaviours in a learning environment.	2.1	Explain key aspects of legislation relating to managing behaviours in a learning environment.
	2.2	<b>Explain key aspects of an organisation's policies relating to managing behaviours in a learning environment.</b>
3. Be able to promote behaviours that contribute to a purposeful learning environment.	3.1	Analyse ways of encouraging behaviours that contribute to a purposeful learning environment.
	3.2	Use strategies for encouraging behaviours that contribute to a purposeful learning environment.
4. Be able to manage behaviours that disrupt a purposeful learning environment.	4.1	Analyse ways of managing behaviours that disrupt a purposeful learning environment.
	4.2	Use strategies for managing behaviours that disrupt a purposeful learning environment.
5. Be able to evaluate own practice in managing behaviours in a learning environment.	5.1	Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment.
	5.2	Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment.

Unit title	Understanding and managing behaviours in a learning environment (Y/505/1099) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted. There is a requirement to observe and assess practice in this unit.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	20

Unit title	Understanding and managing behaviours in a learning environment (L/505/1102)	
Credit level	5	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the characteristics and impact of behaviours in a learning environment.	1.1	Analyse behaviours that can occur in a learning environment.
	1.2	Analyse potential factors contributing to behaviours in a learning environment.
	1.3	Analyse the impact of behaviours on a learning environment.
2. Understand legislation and organisational policies relating to managing behaviours in a learning environment.	2.1	Analyse legislation relating to managing behaviours in a learning environment.
	2.2	Analyse organisational policies relating to managing behaviours in a learning environment.
3. Be able to apply theories of behaviour management to create and maintain a purposeful learning environment.	3.1	Analyse theories of behaviour management.
	3.2	Establish a purposeful learning environment.
	3.3	Explain how own practice in creating and maintaining a purposeful learning environment has taken account of theories of behaviour management.
4. Be able to evaluate own practice in managing behaviours in a learning environment.	4.1	Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment.
	4.2	Identify own strengths and areas for improvement in relation to managing behaviours in a learning environment.



Unit title	Understanding and managing behaviours in a learning environment (L/505/1102) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted. There is a requirement to observe and assess practice in this unit.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	20

Unit title	Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052)	
Level	3	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand inclusive teaching and learning approaches in education and training.	1.1	Describe features of inclusive teaching and learning.
	1.2	Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs.
	1.3	Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.
2. Understand ways to create an inclusive teaching and learning environment.	2.1	Explain why it is important to create an inclusive teaching and learning environment.
	2.2	Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs.
	2.3	Explain ways to engage and motivate learners.
	2.4	Summarise ways to establish ground rules with learners.
3. Be able to plan inclusive teaching and learning.	3.1	Devise an inclusive teaching and learning plan.
	3.2	Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs.
4. Be able to deliver inclusive teaching and learning.	4.1	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs.
	4.2	Communicate with learners in ways that meet their individual needs.
	4.3	Provide constructive feedback to learners to meet their individual needs.
5. Be able to evaluate the delivery of inclusive teaching and learning.	5.1	Review the effectiveness of own delivery of inclusive teaching and learning.
	5.2	Identify areas for improvement in own delivery of inclusive teaching and learning.

Unit title	Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	There is a microteaching requirement for this unit. Trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	24

Unit title	Understanding assessment in education and training (R/505/0050)	
Level	3	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand types and methods of assessment used in education and training.	1.1	Explain the purposes of types of assessment used in education and training.
	1.2	Describe characteristics of different methods of assessment in education and training.
	1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.
	1.4	Explain how different assessment methods can be adapted to meet individual learner needs.
2. Understand how to involve learners and others in the assessment process.	2.1	Explain why it is important to involve learners and others in the assessment process.
	2.2	Explain the role and use of peer- and self-assessment in the assessment process.
	2.3	Identify sources of information that should be made available to learners and others involved in the assessment process.
3. Understand the role and use of constructive feedback in the assessment process.	3.1	Describe key features of constructive feedback.
	3.2	Explain how constructive feedback contributes to the assessment process.
	3.3	Explain ways to give constructive feedback to learners.
4. Understand requirements for keeping records of assessment in education and training.	4.1	Explain the need to keep records of assessment of learning.
	4.2	Summarise the requirements for keeping records of assessment in an organisation.

Unit title	Understanding assessment in education and training (R/505/0050) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	12

Unit title	Working with the 14-19 age range in education and training (D/505/1105)	
Credit level	4	
Credit value	9	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand national developments in educational provision for 14-19 age range.	1.1	Explain national policies and initiatives for the education of 14-19 age range.
	1.2	Analyse the relationship between schools and other providers of learning for 14-19 age range.
2. Understand the roles and responsibilities of the teacher working with 14-19 age range.	2.1	Describe the legal framework and key legislation relating to working with 14-19 age range.
	2.2	Analyse own role and responsibilities in relation to working with 14-19 year olds.
	2.3	Evaluate the impact on own practice of legislation relating to working with 14-19 age range.
3. Be able to plan learning to meet the needs of individual 14-19 learners.	3.1	Analyse teaching, learning and assessment approaches appropriate for use with 14-19 learners.
	3.2	Plan learning sessions for 14-19 learners, taking account of: <ul style="list-style-type: none"> <li>• own analysis of teaching, learning and assessment approaches for use with 14-19 learners ;</li> <li>• curriculum requirements; and</li> <li>• individual needs of 14-19 learners.</li> </ul>
4. Be able to deliver learning to meet the needs of individual 14-19 learners.	4.1	Use teaching and learning approaches that take account of: <ul style="list-style-type: none"> <li>• own analysis of teaching and learning approaches for use with 14-19 learners;</li> <li>• curriculum requirements; and</li> <li>• individual needs of 14-19 year learners.</li> </ul>
	4.2	Use assessment methods that take account of: <ul style="list-style-type: none"> <li>• own analysis of assessment approaches for use with 14-19 learners;</li> <li>• curriculum requirements; and</li> <li>• individual needs of 14-19 year learners.</li> </ul>
5. Be able to evaluate own practice in working with the 14-19 age range.	5.1	Evaluate own practice in working with 14-19 learners.
	5.2	Identify areas for improvement in own practice in working with 14-19 learners.

Unit title	Working with the 14-19 age range in the learning environment (D/505/1105) (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	This unit aims to develop an understanding of national educational policy, initiatives and provision for the 14-19 age range and the teaching skills required to work with this age group.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted. There is a requirement to observe and assess practice in this unit.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	30

© Learning and Skills Improvement Service 2013

Registered Office:

Friars House, Manor House Drive

Coventry CV1 2TE

Company number 06454450

Registered charity number 1123636

May 2013