

Level 3 Award in Education and Training (6502)

July 2013 Version 1.1



Qualification at a glance

Subject area	Teaching and Learning
City & Guilds number	6502
Age group approved	19+
Entry requirements	There are no formal entry requirements. Candidates are required to have evidence of level 3 vocational skills for the area in which they will teach/train if they are to progress into teaching in the further education and skills sector. Further details can be found in Section 2
Assessment	The qualification will be assessed by a combination of assignments and observation of teaching or training. Simulation of teaching (micro-teaching) is permitted for Unit 2. Suggested summative assessment activities are provided in the form of example assignments in an assessment pack, available on the City & Guilds website. www.cityandguilds.com The example assignments in the assessment pack are offered to centres in an attempt to ensure that learners meet all assessment criteria. The assessment pack is accompanied by an answer pack, containing model answers for the example assignments.
Fast track	Available
Support materials	Qualification handbook Assessment pack Answer pack Smartscreen Qualification textbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Award in Education and Training (E&T units only)	6502-31	600/9554/4
Level 3 Award in Education and Training (E&T, TAQA and L&D units)	6502-32	600/9554/4
Level 3 Award in Education and Training (E&T, TAQA and L&D unit route)	6502-92	600/9554/4
Level 3 Award in Education and Training (E&T unit route)	6502-93	600/9554/4



Contents

1	Introduction	4
	Key features of the Level 3 Award in Education and Training	5
	Structure	6
2	Centre requirements	8
	Approval	8
	Resource requirements	9
	Learner entry requirements	10
3	Delivering the qualification	11
	Initial assessment and induction	11
4	Assessment	14
	Assessment strategy	15
5	Units	18
Unit 301	Understanding roles, responsibilities and relationships in education and training	21
Unit 302	Understanding and using inclusive teaching and learning approaches in education and training	24
Unit 303	Facilitate learning and development for individuals	27
Unit 304	Facilitate learning and development in groups	30
Unit 305	Understanding assessment in education and training	33
Unit 306	Understanding the principles and practices of assessment	36
Appendix 1	Requirements for delivering and assessing Learning and Development units	40
Appendix 2	Relationships to other qualifications	42
Appendix 3	2007 overarching professional standards for teachers, tutors and trainers in the lifelong learning sector	44
Appendix 4	LSIS Statement – Why the qualifications have changed	63
Appendix 5	Sources of general information	67



1 Introduction

This document provides information which will support organisations to develop their qualification programme.

The Level 3 Award in Education and Training is a knowledge-based introduction to teaching and/or training which has no teaching/training practice requirement. Therefore it may be undertaken by candidates who are not in a teaching role.

Candidates who successfully complete this qualification will have a fundamental understanding of the roles and responsibilities of a teacher/trainer in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. They will be able to sequence learning, plan and deliver sessions, using appropriate resources and teaching methods. They will also be able to identify the characteristics of effective assessment and feedback.

Area	Description
Who is the qualification for?	<p>For candidates who work, or want to work as teachers/trainers in the further education and skills sector</p> <p>For candidates who are not in a teaching/training role, or who have just started a teaching/training role</p> <p>For candidates who want a short qualification to enable them to make career choices</p> <p>For candidates who have already achieved some Learning and Development units that can be carried forward into this qualification.</p> <p>For candidates who have completed the City & Guilds trainer skills or introduction to training qualifications (7300 and 1106-01)</p>
What does the qualification cover?	<p>The qualification covers the knowledge and skills required by teachers/trainers in the further education and training skills sector;</p> <ul style="list-style-type: none"> • the roles, responsibilities and relationships in education and training • inclusive teaching and learning approaches • assessment of learners • facilitating learning and development for individuals • facilitating learning and development in groups • understanding principles and practices of assessment
Is the qualification part of a framework or	The qualification is on the Qualifications and Credit Framework (QCF) and is the introductory

initiative?	qualification to a suite of teaching qualifications. The qualification is not part of the apprenticeship framework.
Who did we develop the qualification with?	The qualifications were developed with The Learning and Skills Improvement Service (LSIS).
What opportunities for progression are there?	<p>The qualification allows candidates to progress into employment as teachers/trainers, as well as to the following City & Guilds qualifications:</p> <ul style="list-style-type: none"> • Level 4 Certificate in Education and Training • Level 5 Diploma in Education and Training • Level 3 and 4 Awards, Certificates and Diplomas in Learning and Development (6318) • Level 3 Assessment and Quality Assurance • 6258 Awards in Planning and Delivering Training Sessions • 6259 Awards/Certificate for Learning Support Practitioners • 6255 English for Literacy and Language Teaching / Mathematics for Numeracy Teaching

Key features of the Level 3 Award in Education and Training

The Level 3 Award in Education and Training is **not** a teaching qualification - it is an introduction to teaching that will give an insight into the roles, responsibilities and relationships in education and training, how to plan and deliver inclusive teaching/training sessions and how to assess and give constructive and developmental feedback.

The 2013 suite of qualifications in Education and Training are not 'nested'. There are six units to select from – three are Education and Training units and three are Learning and Development units. There is one mandatory unit- unit 301, which is also a mandatory unit in the Level 4 Certificate in Education and Training. This is known as a 'common unit'.

Learning and Development units, if selected, must be delivered and assessed in accordance with the assessment strategy for that qualification (Appendix 1).

Centres wishing to deliver the Learning and Development units must ensure they have approval for both qualifications 6502 and 6317/8.

Candidates can only provide the required evidence for this qualification if they have the knowledge of and experience in a subject that they are able and wish to teach.

Structure

Level 3 Award in Education and Training (QCF)

12 credits

Group A
3 credits must be achieved from this group

Understanding roles, responsibilities and relationships in education and training
3 credits
Level 3
Mandatory unit
Education and Training unit

Group B
6 credits must be achieved from this group

Understanding and using inclusive teaching and learning approaches in education and training
6 credits
Level 3
Optional unit
Education and Training unit

OR

Facilitate learning and development in groups
6 credits
Level 3
Optional unit
Learning and Development unit

OR

Facilitate learning and development for individuals
6 credits
Level 3
Optional unit
Learning and Development unit

Group C
3 credits must be achieved from this group

Understanding assessment in education and training
3 credits
Level 3
Optional unit
Education and Training unit

OR

Understanding the principles and practices of assessment
3 credits
Level 3
Optional unit
Learning and Development unit

To achieve the **Level 3 Award in Education and Training**, candidates must achieve a minimum of **12** credits;

- **3** credits must be achieved from the mandatory group A;
- Plus a minimum of **6** credits from optional group B
- Plus a minimum of **3** credits from optional group C.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory Group A				
H/505/0053	Unit 301	Understanding roles, responsibilities and relationships in education and training	3	12
Optional Group B				
D/505/0052	Unit 302	Understanding and using inclusive teaching and learning approaches in education and training	6	24
J/502/9549	Unit 303	Facilitate learning and development for individuals (Learning and Development unit)	6	25
F/502/9548	Unit 304	Facilitate learning and development in groups (Learning and Development unit)	6	25
Optional Group C				
R/505/0050	Unit 305	Understanding assessment in education and training	3	12
D/601/5313	Unit 306	Understanding the principles and practices of assessment (Learning and Development unit)	3	24



2 Centre requirements

Approval

If your centre has full approval to offer the complexes that include the **Preparing to Teach in the Lifelong Learning Sector units** only (6302-13, -14, -90 and -91) or the Certificate in Teaching in the Lifelong Learning Sector (6304/7304) and the Diploma in Teaching in the Lifelong Learning Sector (6305/7305) your centre can apply for fast track approval to deliver the Education and Training complexes (6502-31 and -93) you can apply for the new Level 3 Award in Education and Training approval for the Education and Training units only, using the **fast track approval form**, available from the City & Guilds website.

If your centre has full approval to offer the complexes that include the **Preparing to Teach in the Lifelong Learning Sector units and the Learning & Development and Assessment units** (6302 -03, -04, -11, -22 and -92), your centre can apply for fast track approval for the complexes that include Education & Training, and Learning & Development and Assessment units 6502 (-32 and -92) you can apply for the new Level 3 Award in Education and Training to include Education and Training and Learning and Development units using the **fast track approval form**, available from the City & Guilds website.

NB: Fast Track approval will be granted on a registrations only basis. Direct Claim Status will be achieved following satisfactory sampling by the Qualification Consultant.

If you are unsure of your centre's status regarding your eligibility for fast track approval, please contact your local City & Guilds office.

Centres should only use the fast track form if:

- there have been no changes to staffing or the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard qualification approval process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information. (See Appendix 4)

Resource requirements

Centres should use teaching/training resources that are in keeping with good practice in the further education and training sector. Centres must ensure that candidates have access to adequate appropriate learning resources eg texts, ICT, learning technology etc.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They must have:

- a teaching or training qualification¹ or
- substantial evidence of successful delivery of teaching and/or training programmes
- access to appropriate guidance and support, and
- on-going participation in related programme quality assurance processes

Staff must also be occupationally competent and technically knowledgeable in education and/or training

New team members must:

- join a centre team and receive an adequate induction and adequate mentoring and monitoring, and work with the team until they meet the required criteria. Mentoring and support given must be recorded for EQA purposes.

Observers of micro-teaching/teaching must:

Meet the requirements above and be full members of the centre team, contributing to team meetings, standardisation meetings etc.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

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

Assessors and Internal Quality Assurers

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer qualification for their role in delivering, assessing and internally quality assuring this qualification, or meet the relevant experience requirements outlined above.

There are additional requirements for those who assess and quality assure the Learning and development units (units 303, 304 and 306).

¹ This does NOT include qualifications that only provide an introduction to teaching, for example, the Level 3 Award in Education and Training, or the Level 3 or Level 4 PTLLS awards.

Those assessing these units must comply with the assessment strategy for the Learning and Development qualification. This can be found in Appendix 1.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and internal quality assurance is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

There are no formal entry requirements for this qualification, but candidates must be considering a subject for delivery and be aiming to achieve / or have achieved a qualification and/or have experience in their subject/skill at the appropriate level.

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

All candidates should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. If candidates undertake this qualification having already undertaken an initial assessment of English, mathematics and ICT skills, the record of their development needs and any previous action plan to address them should be reviewed and updated as required.

Age restrictions

This qualification is not approved for anyone under 19 years old.

Other legal considerations

Candidates and centres should be aware of and comply with regulations and/or requirements affecting those who deal with children, young people and vulnerable adults.



3 Delivering the qualification

Initial assessment and induction

In addition to, or as part of their initial assessment of English, maths and ICT, an assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training and development needs,
- any support and guidance needs they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the qualification and the level are appropriate for the learner.

Also, it is recommended that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. All this information can be recorded in a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Example Assignments	In the Assessment Pack to be found on the City & Guilds website www.cityandguilds.com/Courses-and-Qualifications/learning/teaching/6502-education-and-training
Model answers/grading criteria for example assignments	In the Answer Pack to be found on the City & Guilds website www.cityandguilds.com/Courses-and-Qualifications/learning/teaching/6502-education-and-training
Forms for centres	In the Forms form Centres Pack to be found on the City & Guilds website www.cityandguilds.com

Smartscreen	SmartScreen.co.uk provides online support for tutors, assessors and learners of City & Guilds' qualifications. This includes both the Smartscreen content for the 6317 and 6502 qualifications. High quality support materials provide complementary support to the entire teaching and learning experience. You can subscribe from the Walled Garden, call us on 0844 543 0000 or email your order to directsales@cityandguilds.com . E-learning resources will be available to deliver the underpinning knowledge of unit 306 (available Autumn 2013)
Qualification Textbooks	The City & Guilds Textbook: Level 3 Award in Education and Training (available December 2013) The City & Guilds Guide to Practical Assurance Textbooks can be accessed from the Walled Garden, call us on 0844 543 0000 or email your order to directsales@cityandguilds.com
6317 Levels 3 Award and Certificate in Assessment and Quality Assurance	City & Guilds website www.cityandguilds.com –enter 6317 in the 'search box' on the right hand side of the page.
6318 Level 3 and 4 Award and Certificate in Learning and Development	City & Guilds website www.cityandguilds.com – enter 6318 in the 'search box' on the right hand side of the page.

For further information to assist with the planning and development of the programme, please refer to the following:

<http://www.cityandguilds.com/37351.html>

<http://tariff.svuk.eu>

The LSIS website shows learning outcomes, assessment criteria and guidance for all qualifications in the Education and Training suite at

<http://www.excellencegateway.org.uk/node/65>

The overarching professional standards for teachers, tutors and trainers document can be downloaded from the LSIS excellence gateway website;

<http://repository.excellencegateway.org.uk/fedora/objects/eg:419/datas/treams/DOC/content>

Evidence requirements

It is anticipated that candidates will provide evidence that they have met the criteria in a number of ways, and should include:

- Assignments to evidence the knowledge based assessment criteria (either from the Assessment Pack provided or centre devised assignments which have been approved by the centre's Qualification Consultant)
- There is a minimum requirement for trainee teachers to engage in observed and assessed microteaching for the optional unit 302 Understanding and using inclusive teaching and learning

approaches in education and training. For this unit, trainee teachers/trainers must be involved in at least one hour of microteaching. Each trainee teacher/trainer 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, trainee teachers/trainers can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers. Trainee teachers who are currently teaching may wish to use their practice to meet the requirements of this unit instead of microteaching.

Blended learning is permitted, provided the centre can evidence that all aspects of the programme have been carefully planned; that sufficient, appropriate resources are available to support the candidates, and their Qualification Consultant has approved the programme.

Distance learning is unlikely to provide opportunities for modelling of techniques and interaction with other candidates.

The learning outcome for unit 302 relates to the production of a session plan which should then be used for the micro-teaching in the same unit. Whilst the learning outcomes for units 303 and 304 do not include the production of a session plan, candidates who opt for either of these units should include a session plan in their evidence. They should also receive feedback about their plan.

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

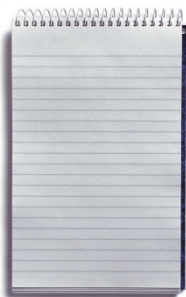
City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of recording forms including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents>

Although it is anticipated that centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by their Qualification Consultant, before they are used by learners and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website



4 Assessment

Candidates must supply sufficient evidence to meet the assessment criteria for each unit selected.

City & Guilds has provided the following resources – more information is available on the City & Guilds website:

- Examples of assignments and answer packs for units 301, 302, 305, 306

The example assignment answer guide is password protected – The password is available via the Walled Garden.

Centres may also develop their own assignments providing they enable the candidates to meet all assessment criteria. Any assignments developed by a centre must be presented to their Qualification Consultant for approval prior to delivery. Please refer to the assessment pack on the City & Guilds website for additional information.

Unit	Title	Assessment method
301	Understanding roles, responsibilities and relationships in education and training	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.
302	Understanding and using inclusive teaching and learning approaches in education and training	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out. Observation of microteaching or actual teaching, whichever is appropriate
303	Facilitate learning and development for individuals	Portfolio of evidence
304	Facilitate learning and development in groups	Portfolio of evidence
305	Understanding assessment in education and training	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out.

306	Understanding the principles and practices of assessment	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally quality assured by City & Guilds to make sure it is properly carried out. OR Online multiple choice test on the E-volve platform (schedule test 356) and a professional discussion
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Time constraints

Candidates must be registered with City & Guilds within 12 weeks of commencing this qualification. They must finish their assessments within their period of registration and as close to the final delivery session as possible.

Assessment strategy

When planning the programme, the selected units can be delivered as 'stand alone' units, or holistically across the qualification. However, if the units are delivered holistically, centres must assess each unit individually. This is to ensure that, should a candidate leave the programme prior to completing the full qualification, the centre will be able to certificate the units that have been completed.

All units selected must be assessed to ensure that all assessment criteria have been met individually by each candidate.

Candidates must build a portfolio of evidence which:

- enables each unit to be assessed independently
- enables centres to claim any completed individual units if a candidate withdraws from the programme before completing the whole qualification.
- evidences that candidates have taken part in one hour of microteaching (to include at least 15 minutes of observed delivery) or actual classroom teaching

Example assignments are provided for the following units:

Unit 301 Understanding roles, responsibilities and relationships in education and training

Unit 302 Understanding and using inclusive teaching and learning approaches in education and training

Unit 305 Understanding assessment in education and training

Unit 306 Understanding the principles and practices of assessment

Assignments

The assessments are set by City & Guilds and are administered by the centre when the candidate is ready. They are then marked internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external quality assurance Please refer to the assessment pack for more details.

Centre devised assignments

Centre devised assignments are allowed for this qualification; for details centres must refer to '*Developing assignments – guidance for centres*' and the associated assignment development forms which are available to download from www.cityandguilds.com.

Centre devised assignments must be approved by the Qualification Consultant before use. For each assignment, the *assignment sign off sheet* (AD3) must be completed and be made available to the QC for inspection.

Further details can be found in the 6502 Level 3 Award in Education and Training assessment pack.

Portfolio of Evidence

Evidence of on-going assessment and internal quality assurance must be provided by the centre. Candidates will need to demonstrate, through the presentation of evidence, that they can meet the requirements of the units within the qualification assessed by portfolio of evidence. To do this they will need to organise their evidence into what is known as a portfolio. It is expected that candidates will provide a diversity of evidence types to support their demonstration of competence.

The assessor must make a judgement as to when candidates have met the standard required and then complete assessment records, based on their observations or other types of evidence presented by the candidate. If a unit is referred, the centre must provide appropriate feedback and support to enable the candidate to resubmit.

If a candidate has been referred and does not meet the assessment criteria in the subsequent resubmission, the centre should either:

- arrange additional support for the candidate, or
- guide the candidate towards a more suitable qualification, or
- inform the candidate of the right to appeal, as outlined in section 2.4.

Centres must record any actions taken and/or any additional support given to the candidates. Centres must have a sound referrals policy in place. Assessment (including marking) and feedback should take place within two weeks of submission of the completed units. This allows for formative assessment and on-going internal quality assurance.

When marking candidates' work, tutors should use their professional judgment to ensure that all assessment criteria are met.

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is allowed for all units. This means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

If any prior achievement is carried forward into the Level 3 Award in Education and Training, the centre must retain evidence of the prior achievement for internal and external quality assurance purposes.

Level descriptors

Level 3 descriptors should be applied to knowledge evidence by candidates, assessors and quality assurers. Level 3 can be identified by the candidate showing:

- knowledge of relevant principles and where appropriate theories that apply to the further education and training sector
- evidence of appropriate reading relating to principles, theories and practice
- consideration of how professional values impact on working in the further education and training sector
- evidence of a reflective approach

Further information on level descriptors can be found on the Ofqual website – <http://ofqual.gov.uk/>



5 Units

Availability of units

Below is a list of the learning outcomes for all the units;

Unit 301 Understanding roles, responsibilities and relationships in education and training

(3 learning outcomes)

- Understand the teaching role and responsibilities in education and training
- Understand ways to maintain a safe and supportive learning environment
- Understand the relationships between teachers and other professionals in education and training

Unit 302 Understanding and using inclusive teaching and learning approaches in education and training

(5 learning outcomes)

- Understand inclusive teaching and learning approaches in education and training
- Understand ways to create an inclusive teaching and learning environment
- Be able to plan inclusive teaching and learning
- Be able to deliver inclusive teaching and learning
- Be able to evaluate the delivery of inclusive teaching and learning

Unit 303 Facilitate learning and development t for individuals

(4 learning outcomes) - Learning and Development unit

- Understand principles and practices of one-to-one learning and development
- Be able to facilitate one-to-one learning and development
- Be able to assist individual learners in applying new knowledge and skills in practical contexts
- Be able to assist individual learners in reflecting on their learning and/or development.

Unit 304 Facilitate learning and development in groups

(4 learning outcomes) - Learning and Development unit

- Understand principles and practices of learning and development in groups
- Be able to facilitate learning and development in groups
- Be able to assist groups to apply new knowledge and skills in practical contexts
- Be able to assist learners to reflect on their learning and development undertaken in groups.

Unit 305 Understanding assessment in education and training

(4 learning outcomes)

- Understand types and methods of assessment used in education and training
- Understand how to involve learners and others in the assessment process
- Understand the role and use of constructive feedback in the assessment process
- Understand requirements for keeping records of assessment in education and training

Unit 306 Understanding the principles and practices of assessment

(8 learning outcomes) - Learning and Development unit

- Understand the principles and requirements of assessment
- Understand different types of assessment method
- Understand how to plan assessment
- Understand how to involve learners and others in assessment
- Understand how to make assessment decisions
- Understand quality assurance of the assessment process
- Understand how to manage information relating to assessment
- Understand the legal and good practice requirements in relation to assessment

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of units

Unit	Title	UAN	Credits
301	Understanding roles, responsibilities and relationships in education and training	H/505/0053	3
302	Understanding and using inclusive teaching and learning approaches in education and training	D/505/0052	6
303	Facilitate learning and development for individuals	J/502/9549	6
304	Facilitate learning and development in groups	F/502/9548	6
305	Understanding assessment in education and training	R/505/0050	3
306	Understanding the principles and practices of assessment	D/601/5313	3

Unit 301

Understanding roles, responsibilities and relationships in education and training

UAN:	H/505/0053
Level:	3
Credit value:	3
GLH:	12
Assessment	This unit is assessed by assignment
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector.
Endorsement by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to enable the candidate to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training. It includes responsibility for maintaining a safe and supportive learning environment for their learners.

Learning outcome
The learner will: 1. Understand the teaching role and responsibilities in education and training
Assessment criteria
The learner can: 1.1 explain the teaching role and responsibilities in education and training 1.2 summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.3 explain ways to promote equality and value diversity 1.4 explain why it is important to identify and meet individual learner needs.

Learning outcome
The learner will: 2. Understand ways to maintain a safe and supportive learning environment
Assessment criteria
The learner can: 2.1 explain ways to maintain a safe and supportive learning environment 2.2 explain why it is important to promote appropriate behaviour and respect for others.

Learning outcome
The learner will: 3. Understand the relationships between teachers and other professionals in education and training
Assessment criteria
The learner can: 3.1 explain how the teaching role involves working with other professionals 3.2 explain the boundaries between the teaching role and other professional roles 3.3 describe points of referral to meet the individual needs of learners.

Unit 301 Understanding roles, responsibilities and relationships in education and training

Supporting information

Guidance

This unit is unit 001 from the previous Level 3 Preparing to Teach in the Lifelong Learning Sector and there is only minor change to this unit. It is a common to both the Level 3 Award in Education and Training and the Level 4 Certificate in Education and training, and any candidate who has obtained this unit in the Level 3 Award, will be exempt from repeating it if they decide to undertake the Level 4 Certificate in education.

This unit is about the roles and responsibilities of a teacher/trainer. To demonstrate their knowledge, candidates will consider how their roles and responsibilities as a teacher/trainer link to the teaching/training cycle. They will research generic legislation relating to education and training, and also any specific legislation linking to their skill area, or area of teaching. Equality and diversity feature strongly in this unit along with the importance of inclusivity and meeting learner needs. Working with other professionals is an important part of any teaching/training role, and learners will explore the meaning of professional boundaries and possible points of referral

Unit 302

Understanding and using inclusive teaching and learning approaches in education and training

UAN:	D/505/0052
Level:	3
Credit value:	6
GLH:	24
Assessment	This unit is assessed by assignment
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector.
Endorsement by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to enable the candidate 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 candidates, and planning, delivery and evaluation of inclusive teaching and learning. It requires candidates to deliver inclusive teaching and learning.

Learning outcome
The learner will: 1. Understand inclusive teaching and learning approaches in education and training
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 2. Understand ways to create an inclusive teaching and learning environment
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 3. Be able to plan inclusive teaching and learning
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 4. Be able to deliver inclusive teaching and learning
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 5. Be able to evaluate the delivery of inclusive teaching and learning
Assessment criteria
The learner can: 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 302 Understanding and using inclusive teaching and learning approaches in education and training

Supporting information

Guidance

This unit is a merger of the unit 002 and 003 from the previous Level 3 Preparing to Teach in the Lifelong Learning Sector, and includes both planning and delivering a teaching/training session. Candidates can do this via a micro-teaching session or if they are in a teaching role they may wish to use their practice to meet the requirements instead of microteaching.

Plans must show SMART aims and learning outcomes and be realistic and deliverable.

The plans must be used for the delivery of the assessed micro-teach/teaching/training session, and it is recommended that the session should reflect an aspect of the candidate's skill specific area or area in which they are intending to teach.

Where candidates undertake microteaching to evidence their delivery of inclusive teaching and learning, they must be involved in at least one hour of microteaching. Each candidate must deliver at least one 15-minute microteaching session that is observed and assessed by a tutor/assessor. For the additional 45 minutes, candidates can deliver additional microteaching sessions, observe the microteaching sessions of other candidates .or provide alternative evidence that can be assessed by their tutor/assessor.

Although it is not a requirement, it is deemed good practice to provide peer feedback if observing peers deliver their micro-teach. Whilst this could be one way for candidates to provide evidence that they have been involved in one full hour of microteaching, it in no way contributes to the assessment evidence for their peers.

To ensure that candidates get invaluable learning experience from the micro-teaching session, City & Guilds recommends that candidates make a visual recording and use it to reflect on their delivery. This is an important step towards enabling candidates to become reflective practitioners.

Tutors should give constructive and developmental feedback to candidates after they have observed their delivery.

Candidates should be encouraged to consider their own thoughts about their delivery, the feedback from their peers, their tutor feedback and their justification prepared prior to delivering their session, in order to prepare their own evaluation of their micro-teach/teaching/training session.

Unit 303

Facilitate learning and development for individuals

UAN:	J/502/9549
Level:	3
Credit value:	6
GLH:	25
Assessment	This unit is assessed by Portfolio of evidence
Relationship to NOS:	Learning and Development National Occupational Standards: Standard 7: Facilitate individuals' learning and development.
Endorsement by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will: 1. Understand principles and practices of one-to- one learning and development.
Assessment criteria
The learner can: 1.1 explain purposes of one to one learning and development 1.2 explain factors to be considered when facilitating learning and development to meet individual needs 1.3 evaluate methods for facilitating learning and development to meet the needs of individuals 1.4 explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development 1.5 explain how to overcome individual barriers to learning 1.6 explain how to monitor individual learner progress 1.7 explain how to adapt delivery to meet individual learner needs.

Learning outcome
The learner will: 2. Be able to facilitate one-to-one learning and development
Assessment criteria
The learner can: 2.1 clarify facilitation methods with individuals to meet their learning and/or development objectives 2.2 implement activities to meet learning and/or development objectives 2.3 manage risks and safeguard learners participating in one-to-one learning and/or development.

Learning outcome
The learner will: 3. Be able to assist individual learners in applying new knowledge and skills in practical contexts
Assessment criteria
The learner can: 3.1 develop opportunities for individuals to apply their new knowledge and learning in practical contexts 3.2 explain benefits to individuals of applying new knowledge and skills.

Learning outcome
The learner will: 4. Be able to assist individual learners in reflecting on their learning and/or development
Assessment criteria
The learner can: 4.1 explain benefits of self-evaluation to individuals 4.2 review individual responses to one-to-one learning and/or development 4.3 assist individual learners to identify their future learning and/or development needs.

Unit 303 Facilitate learning and development for individuals

Supporting information

Guidance

This unit has been imported from the Learning and Development suite of qualifications. Further information about this unit in the 6318 qualification can be found here <http://www.cityandguilds.com/Courses-and-Qualifications/learning/training-and-development/6318-learning-and-development>

There is a requirement to undertake observed and assessed practice in this unit. Practice should be in the appropriate context – with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for this unit.

The assessment strategy for the Learning and Development suite of units must be applied to this unit. Further information about the strategy can be found at Appendix 1. This may mean that different staff members are involved in the delivery, assessment and internal quality assurance of this unit.

The learning outcomes for unit 302 relate to the production of a teaching session plan which should then be used for the microteaching in the same unit. Whilst the learning outcomes for this unit, does not include the production of a session plan, candidates who opt for this unit must include a session plan in their evidence. Candidates must also receive feedback about the plan.

Unit 304

Facilitate learning and development in groups

UAN:	F/502/9548
Level:	3
Credit value:	6
GLH:	25
Assessment	This unit is assessed by Portfolio of evidence
Endorsement by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	<p>The aim of this unit is to assess learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations and experiential learning.</p> <p>'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>

Learning outcome
The learner will: 1. Understand principles and practices of learning and development in groups
Assessment criteria
The learner can: 1.1 explain purposes of group learning and development 1.2 explain why delivery of learning and development must reflect group dynamics 1.3 evaluate methods for facilitating learning and development to meet the needs of groups 1.4 explain how to manage risks and safeguard individuals when facilitating learning and development in groups 1.5 explain how to overcome barriers to learning in groups 1.6 explain how to monitor individual learner progress within group learning and development activities 1.7 explain how to adapt delivery based on feedback from learners in groups.

Learning outcome
The learner will: 2. Be able to facilitate learning and development in groups
Assessment criteria
The learner can: 2.1 clarify facilitation methods with group members to meet group and individual learning objectives 2.2 implement learning and development activities to meet learning objectives 2.3 manage risks to group and individual learning and development.

Learning outcome
The learner will: 3. Be able to assist groups to apply new knowledge and skills in practical contexts
Assessment criteria
The learner can: 3.1 develop opportunities for individuals to apply new knowledge and skills in practical contexts 3.2 provide feedback to improve the application of learning.

Learning outcome
The learner will: 4. Be able to assist learners to reflect on their learning and development undertaken in groups
Assessment criteria
The learner can: 4.1 support self-evaluation by learners 4.2 review individual responses to learning and development in groups 4.3 assist learners to identify their future learning and development needs.

Unit 304 Facilitate learning and development in groups

Supporting information

Guidance

This unit has been imported from the Learning and Development suite of qualifications. Further information about this unit in the 6318 qualification can be found here <http://www.cityandguilds.com/Courses-and-Qualifications/learning/training-and-development/6318-learning-and-development>

There is a requirement to undertake observed and assessed practice in this unit. Practice should be in the appropriate context – with groups of learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for this unit.

The assessment strategy for the Learning and Development suite of units must be applied to this unit. Further information about the strategy can be found at Appendix 1. This may mean that different staff members are involved in the delivery, assessment and internal quality assurance of this unit.

The learning outcomes for unit 302 relate to the production of a teaching session plan which should then be used for the microteaching in the same unit. Whilst the learning outcomes for this unit, does not include the production of a session plan, candidates who opt for this unit must include a session plan in their evidence. Candidates must also receive feedback about the plan.

Unit 305

Understanding assessment in education and training

UAN:	R/505/0050
Level:	3
Credit value:	3
GLH:	12
Assessment	This unit is assessed by assignment
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector.
Endorsement by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to enable the candidate 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.

Learning outcome
The learner will: 1. Understand types and methods of assessment used in education and training
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 2. Understand how to involve learners and others in the assessment process
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 3. Understand the role and use of constructive feedback in the assessment process
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 4. Understand requirements for keeping records of assessment in education and training
Assessment criteria
The learner can: 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 305 Understanding assessment in education and training

Supporting information

Guidance

This unit is unit 007 from the previous Level 3 Preparing to Teach in the Lifelong Learning Sector. There are some changes to this unit. There is an additional learning outcome and assessment criteria relating to the assessment process and constructive feedback.

Although this is a unit about assessment, there is no requirement for candidates to make an assessment decision. Candidates should be encouraged to evidence their knowledge about assessment and skills relating to constructive feedback, gained within this unit, when giving feedback to their peers, having observed their microteaching sessions.

This unit does **not** offer exemption for any candidates undertaking the Assessor units from the Learning and Development suite (6317), and in particular the unit Understanding the principles and practices of assessment.

This is a knowledge unit, in which candidates are encouraged to consider how different types of assessment can be used, and different assessment methods selected and adapted to meet the assessment needs of individual learners. The difference between assessment type and assessment method will need to be emphasised. Candidates will also be introduced to constructive feedback, along with self and peer assessment.

Unit 306

Understanding the principles and practices of assessment

UAN:	D/601/5313
Level:	3
Credit value:	3
GLH:	24
Assessment	This unit is assessed by assignment This is a TAQA unit and has 3 methods of assessment
Relationship to NOS:	Learning and Development National Occupational Standards: Standard 9: Assess learner achievement.
Endorsement by a sector or regulatory body:	This unit is endorsed by Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.

Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning outcome
The learner will: 1. Understand the principles and requirements of assessment
Assessment criteria
The learner can: 1.1 explain the function of assessment in learning and development 1.2 define the key concepts and principles of assessment 1.3 explain the responsibilities of the assessor 1.4 identify the regulations and requirements relevant to assessment in own area of practice.

Learning outcome
The learner will: 2. Understand different types of assessment method
Assessment criteria
The learner can: 2.1 compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners.

Learning outcome
The learner will: 3. Understand how to plan assessment
Assessment criteria
The learner can: 3.1 summarise key factors to consider when planning assessment 3.2 evaluate the benefits of using a holistic approach to assessment 3.3 explain how to plan a holistic approach to assessment 3.4 summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 explain how to minimise risks through the planning process.

Learning outcome
The learner will: 4. Understand how to involve learners and others in assessment
Assessment criteria
The learner can: 4.1 explain the importance of involving the learner and others in the assessment process 4.2 summarise types of information that should be made available to learners and others involved in the assessment process 4.3 explain how peer and self assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 explain how assessment arrangements can be adapted to meet the needs of individual learners.

Learning outcome
The learner will: 5. Understand how to make assessment decisions
Assessment criteria
The learner can: 5.1 explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current 5.2 explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified area • valid • reliable • fair

Learning outcome
The learner will: 6. Understand quality assurance of the assessment process
Assessment criteria
The learner can: 6.1 evaluate the importance of quality assurance in the assessment process 6.2 summarise quality assurance and standardisation procedures in own area of practice 6.3 summarise the procedures to follow when there are disputes concerning assessment in own area of practice.

Learning outcome
The learner will: 7. Understand how to manage information relating to assessment
Assessment criteria
The learner can: 7.1 explain the importance of following procedures for the management of information relating to assessment 7.2 explain how feedback and questioning contribute to the assessment process.

Learning outcome
The learner will: 8. Understand the legal and good practice requirements in relation to assessment
Assessment criteria
The learner can: 8.1 explain the legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare 8.2 explain the contribution that technology can make to the assessment process 8.3 evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment 8.4 explain the value of reflective practice and continuing professional development in the assessment process.

Unit 306 Understanding the principles and practices of assessment

Supporting information

Guidance

This unit has been imported from the Learning and Development suite of qualifications. Further information about this unit in the 6317 qualification can be found here <http://www.cityandguilds.com/Courses-and-Qualifications/learning/training-and-development/6317-assessment-and-quality-assurance>

The assessment strategy for the Learning and Development suite of units must be applied to this unit. Further information about the strategy can be found at Appendix 1. This may mean that different staff members are involved in the delivery, assessment and internal quality assurance of this unit.

It is possible that candidates come to the Level 3 Award in Education and Training having already completed this unit with the Learning and Development Assessor Awards (Unit 301 in City & Guilds 6317). Providing this is evidenced by way of a transcript, there is no requirement to repeat the unit in this qualification.

If candidates undertake this unit in the Level 3 Award in Education and Training, they may be exempt from repeating the unit if they choose to undertake an Assessor qualification concurrently or in the future.

Although this is a unit about assessment, there is no requirement for candidates to make an assessment decision, although candidates should be encouraged to evidence their knowledge about assessment and skills relating to constructive feedback, gained within this unit, when giving feedback to their peers, having observed their microteaching sessions.

This is a knowledge only unit in which candidates will gain extensive knowledge about assessment processes and all related activities.



Appendix 1 Requirements for delivering and assessing Learning and Development units

1 Quality assurance

A centre offering these qualifications must provide internal quality assurance to ensure that assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the awarding organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk-rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

2 Requirements for assessors

All those who assess these qualifications must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment (QCF); or
 - Level 3 Certificate in Assessing Vocational Achievement (QCF); or
 - A1 Assess candidate performance using a range of methods; or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance.

3 Requirements for internal quality assurance

All those who are involved with the quality assurance of these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
 - Level3 Award in Assessing Competence in the Work Environment (QCF); or
 - Level 3 Certificate in Assessing Vocational Achievement (QCF); or
 - A1 Assess candidate performance using a range of methods; or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF); or
 - Level4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF); or
 - V1 Conduct internal quality assurance of the assessment process; or
 - D3 Internally verify the assessment process; and
- show current evidence of continuing professional development in assessment and quality assurance.

Appendix 2 Relationships to other qualifications

Mapping to the Level 3 Award in Education and Training

Mapping is provided as guidance and suggests areas of commonality between previous qualifications. (See the mapping table on the following page.)

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

Literacy and language skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw (8375/9300)
- English for literacy and language teaching (6255-01)
- Mathematics for Numeracy Teaching (6255-02)

MAPPING FOR LEVEL 3 AWARD IN EDUCATION AND TRAINING (6502) TO OTHER QUALIFICATIONS

Legacy Qualifications	LEVEL 3 AWARD IN EDUCATION AND TRAINING					
	UNIT 301 <i>Understanding roles, responsibilities and relationships in education and training</i> Mandatory Unit	UNIT 302 <i>Understanding and using inclusive teaching and learning approaches in education and training</i> Optional Unit	UNIT306 <i>Understanding the principles and practices of assessment</i> Optional Unit	UNIT 305 Understanding assessment in education and training Optional Unit	Optional Unit 304 <i>Facilitate learning and development in groups</i> (Groups)	Optional Unit 303 <i>Facilitate learning and development for individuals</i> (Individuals)
	Education and Training Unit	Education and Training Unit	Learning and Development Unit	Education and Training Unit	Learning and Development Unit	Learning and Development Unit
PTLLS 7303 L3 PTLLS 7303 L4	Full	Full	None	Full	None	None
6317 TAQA	None	None	Unit 301	None	None	None
6318 L&D L3	None	None	None	None	Unit 008	Unit 009
7304 CTLLS 7305 DTLLS	PTLLS Unit 1 Levels 3 and 4	PTLLS Unit 1 Levels 3 and 4	None	PTLLS Unit 1 Levels 3 and 4	None	None
PTLLS 6302 L3 PTLLS 6302 L4	Unit 001 Unit 008	Units 002 and 003 Units 009 and 010	Unit 006	Unit 007 Unit 012	Unit 004	Unit 005
6304 CTLLS L3 & 4 6305 DTLLS L3 & 4	Units 301 and 401	Units 303 and 304 Units 403 and 404	Unit 308	Units 307 and 407	Units 306 and 429	Unit 305

Appendix 3 2007 overarching professional standards for teachers, tutors and trainers in the lifelong learning sector

Introduction

The professional standards for teachers, tutors and trainers in the lifelong learning sector describe, in generic terms, the skills, knowledge and attributes required of those who perform the wide variety of teaching and training roles undertaken within the sector with learners and employers. Not all standards will necessarily relate to all teaching roles. Rather they supply the basis for the development of contextualised role specifications and units of assessment, which provide benchmarks for performances in practice of the variety of roles performed by teachers, trainers, tutors and lecturers within the lifelong learning sector. Together, these will identify the components of: the initial teaching award (Passport); qualifications leading to Qualified Teacher, Learning and Skills (QTLS) status; and other intermediate and advanced teaching qualifications.

These developments will be complemented by a new Continuing Professional Development (CPD) expectation of teachers and trainers of, at the very least, 30 hours per year. Leadership training will be based on new revised standards for leadership and management within the sector and principals' qualifications will be introduced. These activities will be supported by new Centres for Excellence in Teacher Training (CETTS) from April 2007.

Development of the standards-based qualifications framework

Since April 2005, Lifelong Learning UK (LLUK) has conducted an extensive programme of consultation with the sector to develop, and ensure approval and ownership of, the standards.

This has included detailed discussion with representatives of SSCs, regulatory authorities, unions, awarding institutions and individual provider organisations. Following this iterative consultation, draft standards were published in March 2006 and made available on the LLUK website. Feedback received, at events and from advisory and development groups, resulted in a reshaping of the presentation of the standards.

Development of the standards represents a vital first step in the construction of a new framework of qualifications for teachers in the further education system. Following the requirements set out within *Equipping Our Teachers for the Future*, LLUK identified specifications, drawn from the overarching standards, for the types of teaching role performed within the sector. These role specifications are expressed in terms of units of assessment, which clearly set out the learning

outcomes and assessment criteria that teachers, tutors and trainers are expected to achieve. Units will be grouped together to make up the named qualifications for specific teacher roles, based on rules of combination determined by LLUK.

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

Identifying roles in the further education system

The Learning and Skills sector is diverse, and encompasses both *teacher* roles and *teacher related roles*:

- *Teacher roles*: LLUK research has identified two distinct *teacher* roles in the sector beyond the 'Preparing to Teach' initial award: a role which contains limited teaching responsibilities and a role which represents the full range of responsibilities performed by those who are expected to attain the status of Qualified Teacher, Learning and Skills (QTLS). Qualifications for both distinct *teacher* roles will be in place from September 2007.
- *Teacher related roles*: examples of these include the role of professional assessor and a variety of teacher related roles, where elements of teaching are combined with elements of, for example, supporting other teachers and trainers through coaching, supporting learning, or management. In the future, as *teacher related roles* become more clearly defined, further qualifications appropriate to such roles will be introduced. 'Mini Awards' will also be developed as necessary, to recognise these kinds of specialist professional activity.

Working within the Qualifications and Credit Framework (QCF)

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

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

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

Please note:

Teacher – The word teacher has been used as a generic term for teachers, tutors, trainers, lecturers and instructors in the Learning and Skills Sector.

Area of Specialism – This represents the professional, vocational or subject area in which the individual has been employed to teach.

New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector

Teachers in the lifelong learning sector value all learners individually and equally. They are committed to lifelong learning and professional development and strive for continuous improvement through reflective practice. The key purpose of the teacher is to create effective and stimulating opportunities for learning through high quality teaching that enables the development and progression of all learners.

These are the overarching professional standards for all those who teach in the lifelong learning sector.

Domain A Professional values and practice

Domain B Learning and teaching

Domain C Specialist learning and teaching

Domain D Planning for learning

Domain E Assessment for learning

Domain F Access and progression

Note:

- S = Scope; K = Knowledge; P = Practice
- For the purposes of this document, the generic term 'teacher' refers to teachers, tutors, trainers, lecturers and instructors.
- For the purposes of this document the term 'area of specialism' represents the professional, vocational or subject area in which the individual has been employed to teach.

Domain A: Professional values and practice

The practice of teaching is underpinned by a set of professional values that should be observed by all teachers, tutors and trainers in all settings. This domain sets the standards for these values and their associated commitments.

PROFESSIONAL VALUES

Teachers in the lifelong learning sector value:

AS 1 All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity and inclusion in relation to learners, the workforce, and the community.

AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

They are committed to:

AS 6 The application of agreed codes of practice and the maintenance of a safe environment.

AS 7 Improving the quality of their practice.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teachers in the lifelong learning sector know and understand

AK 1.1 What motivates learners to learn and the importance of learners' experience and aspirations.

AK 2.1 Ways in which learning has the potential to change lives.

AK 2.2 Ways in which learning promotes the emotional, intellectual, social and economic well-being of individuals and the population as a whole.

PROFESSIONAL PRACTICE

Teachers in the lifelong learning sector:

AP 1.1 Encourage the development and progression of all learners through recognising, valuing and responding to individual motivation, experience and aspirations.

AP 2.1 Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship.

AP 2.2 Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities.

AK 3.1 Issues of equality, diversity and inclusion.

AP 3.1 Apply principles to evaluate and develop own practice in promoting equality and inclusive learning and engaging with diversity.

AK 4.1 Principles, frameworks and theories which underpin good practice in learning and teaching.

AP 4.1 Use relevant theories of learning to support the development of practice in learning and teaching.

AK 4.2 The impact of own practice on individuals and their learning.

AP 4.2 Reflect on and demonstrate commitment to improvement of own personal and teaching skills through regular evaluation and use of feedback.

AK 4.3 Ways to reflect, evaluate and use research to develop own practice, and to share good practice with others.

AP 4.3 Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of research.

AK 5.1 Ways to communicate and collaborate with colleagues and/or others to enhance learners' experience.

AP 5.1 Communicate and collaborate with colleagues and/or others, within and outside the organisation, to enhance learners' experience.

AK 5.2 The need for confidentiality, respect and trust in communicating with others about learners.

AP 5.2 Communicate information and feedback about learners to others with a legitimate interest, appropriately and in a manner which encourages trust between those communicating and respects confidentiality where necessary.

AK 6.1 Relevant statutory requirements and codes of practice.

AP 6.1 Conform to statutory requirements and apply codes of practice.

AK 6.2 Ways to apply relevant statutory requirements and the underpinning principles.

AP 6.2 Demonstrate good practice through maintaining a learning environment which conforms to statutory requirements and promotes equality, including appropriate consideration of the needs of children, young people and vulnerable adults.

AK 7.1 Organisational systems and processes for recording

AP 7.1 Keep accurate records which contribute

learner information.

to organisational
procedures.

AK 7.2 Own role in the quality
cycle.

AP 7.2 Evaluate own
contribution to the
organisation's quality cycle.

AK 7.3 Ways to implement
improvements based on
feedback received.

AP 7.3 Use feedback to develop
own practice within the
organisation's systems.

Domain B: Learning and teaching

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains.

PROFESSIONAL VALUES

Teachers in the lifelong learning sector value:

AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.

AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

They are committed to:

BS 1 Maintaining an inclusive, equitable and motivating learning environment.

BS 2 Applying and developing own professional skills to enable learners to achieve their goals.

BS 3 Communicating effectively and appropriately with learners to enhance learning.

BS 4 Collaboration with colleagues to support the needs of learners.

BS 5 Using a range of learning resources to support learners.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teachers in the lifelong learning sector know and understand

BK 1.1 Ways to maintain a learning environment in which learners feel safe and supported.

BK 1.2 Ways to develop and manage behaviours which promote respect for and between others and create an equitable and inclusive learning environment.

PROFESSIONAL PRACTICE

Teachers in the lifelong learning sector:

BP 1.1 Establish a purposeful learning environment where learners feel safe, secure, confident and valued.

BP 1.2 Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory

BK 1.3 Ways of creating a motivating learning environment.

behaviour and attitudes.

BP 1.3 Create a motivating environment which encourages learners to reflect on, evaluate and make decisions about their learning.

BK 2.1 Principles of learning and ways to provide learning activities to meet curriculum requirements and the needs of all learners.

BP 2.1 Provide learning activities which meet curriculum requirements and the needs of all learners.

BK 2.2 Ways to engage, motivate and encourage active participation of learners and learner independence.

BP 2.2 Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence.

BK 2.3 The relevance of learning approaches, preferences and skills to learner progress.

BP 2.3 Implement learning activities which develop the skills and approaches of all learners and promote learner autonomy.

BK 2.4 Flexible delivery of learning, including open and distance learning and on-line learning.

BP 2.4 Apply flexible and varied delivery methods as appropriate to teaching and learning practice.

BK 2.5 Ways of using learners' own experiences as a foundation for learning.

BP 2.5 Encourage learners to use their own life experiences as a foundation for their development.

BK 2.6 Ways to evaluate own practice in terms of efficiency and effectiveness.

BP 2.6 Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories.

BK 2.7 Ways in which mentoring and/or coaching can support the development of professional skills and knowledge.

BP 2.7 Use mentoring and/or coaching to support own and others' professional development, as appropriate.

BK 3.1 Effective and appropriate use of different forms of communication informed by relevant theories and principles.

BP 3.1 Communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new and emerging technologies to enhance learning.

BK 3.2 A range of listening and questioning techniques to

support learning.

BK 3.3 Ways to structure and present information and ideas clearly and effectively to learners.

BK 3.4 Barriers and aids to effective communication.

BK 3.5 Systems for communication within own organisation.

BP 3.2 Use listening and questioning techniques appropriately and effectively in a range of learning contexts.

BP 3.3 Structure and present information clearly and effectively.

BP 3.4 Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.

BP 3.5 Identify and use appropriate organisational systems for communicating with learners and colleagues.

BK 4.1 Good practice in meeting the needs of learners in collaboration with colleagues.

BP 4.1 Collaborate with colleagues to encourage learner progress.

BK 5.1 The impact of resources on effective learning.

BK 5.2 Ways to ensure that resources used are inclusive, promote equality and support diversity.

BP 5.1 Select and develop a range of effective resources, including appropriate use of new and emerging technologies.

BP 5.2 Select, develop and evaluate resources to ensure they are inclusive, promote equality and engage with diversity.

Domain C: Specialist learning and teaching

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains

PROFESSIONAL VALUES

Teachers in the lifelong learning sector value:

AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.

AS4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

They are committed to:

CS 1 Understanding and keeping up to date with current knowledge in respect of own specialist area.

CS 2 Enthusing and motivating learners in own specialist area.

CS 3 Fulfilling the statutory responsibilities associated with own specialist area of teaching.

CS 4 Developing good practice in teaching own specialist area.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teachers in the lifelong learning sector know and understand

CK 1.1 Own specialist area including current developments.

CK 1.2 Ways in which own specialism relates to the wider social, economic and environmental context.

CK 2.1 Ways to convey enthusiasm for own specialist area to learners.

PROFESSIONAL PRACTICE

Teachers in the lifelong learning sector:

CP 1.1 Ensure that knowledge of own specialist area is current and appropriate to the teaching context.

CP 1.2 Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.

CP 2.1 Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area.

CK 3.1 Teaching and learning theories and strategies relevant to own specialist area.

CK 3.2 Ways to identify individual learning needs and potential barriers to learning in own specialist area.

CK 3.3 The different ways in which language, literacy and numeracy skills are integral to learners' achievement in own specialist area.

CK 3.4 The language, literacy and numeracy skills required to support own specialist teaching.

CK 3.5 Ways to support learners in the use of new and emerging technologies in own specialist area.

CP 3.1 Apply appropriate strategies and theories of teaching and learning to own specialist area.

CP 3.2 Work with learners to address particular individual learning needs and overcome identified barriers to learning.

CP 3.3 Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.

CP 3.4 Ensure own personal skills in literacy, language and numeracy are appropriate for the effective support of learners.

CP 3.5 Make appropriate use of, and promote the benefits of new and emerging technologies.

CK 4.1 Ways to keep up to date with developments in teaching in own specialist area.

CK 4.2 Potential transferable skills and employment opportunities relating to own specialist area.

CP 4.1 Access sources for professional development in own specialist area.

CP 4.2 Work with learners to identify the transferable skills they are developing, and how these might relate to employment opportunities.

Domain D: Planning for learning

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains

PROFESSIONAL VALUES

Teachers in the lifelong learning sector value:

AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity and inclusion in relation to learners, the workforce, and the community.

AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

They are committed to:

DS 1 Planning to promote equality, support diversity and to meet the aims and learning needs of learners.

DS 2 Learner participation in the planning of learning.

DS 3 Evaluation of own effectiveness in planning learning.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teachers in the lifelong learning sector know and understand

DK 1.1 How to plan appropriate, effective, coherent and inclusive learning programmes that promote equality and engage with diversity.

DK 1.2 How to plan a teaching session.

DK 1.3 Strategies for flexibility in planning and delivery.

PROFESSIONAL PRACTICE

Teachers in the lifelong learning sector:

DP 1.1 Plan coherent and inclusive learning programmes that meet learners' needs and curriculum requirements, promote equality and engage with diversity effectively.

DP 1.2 Plan teaching sessions which meet the aims and needs of individual learners and groups, using a variety of resources, including new and emerging technologies.

DP 1.3 Prepare flexible session plans to adjust to the individual needs of learners.

DK 2.1 The importance of including learners in the planning process.

DK 2.2 Ways to negotiate appropriate individual goals with learners.

DK 3.1 Ways to evaluate own role and performance in planning learning.

DK 3.2 Ways to evaluate own role and performance as a member of a team in planning learning.

DP 2.1 Plan for opportunities for learner feedback to inform planning and practice.

DP 2.2 Negotiate and record appropriate learning goals and strategies with learners.

DP 3.1 Evaluate the success of planned learning activities.

DP 3.2 Evaluate the effectiveness of own contributions to planning as a member of a team.

Domain E: Assessment for learning

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains

PROFESSIONAL VALUES

Teachers in the lifelong learning sector value:

AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.

AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

They are committed to:

ES 1 Designing and using assessment as a tool for learning and progression.

ES 2 Assessing the work of learners in a fair and equitable manner.

ES 3 Learner involvement and shared responsibility in the assessment process.

ES 4 Using feedback as a tool for learning and progression.

ES 5 Working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teachers in the lifelong learning sector know and understand

EK 1.1 Theories and principles of assessment and the application of different forms of assessment, including initial, formative and summative assessment in teaching and learning.

EK 1.2 Ways to devise, select, use and appraise assessment tools, including, where appropriate,

PROFESSIONAL PRACTICE

Teachers in the lifelong learning sector:

EP 1.1 Use appropriate forms of assessment and evaluate their effectiveness in producing information useful to the teacher and the learner.

EP 1.2 Devise, select, use and appraise assessment tools, including where appropriate, those which exploit new and

those which exploit new and emerging technologies.

EK 1.3 Ways to develop, establish and promote peer- and self-assessment.

emerging technologies.

EP 1.3 Develop, establish and promote peer- and self-assessment as a tool for learning and progression.

EK 2.1 Issues of equality and diversity in assessment.

EK 2.2 Concepts of validity, reliability and sufficiency in assessment.

EK 2.3 The principles of assessment design in relation to own specialist area.

EK 2.4 How to work as part of a team to establish equitable assessment processes.

EP 2.1 Apply appropriate methods of assessment fairly and effectively.

EP 2.2 Apply appropriate assessment methods to produce valid, reliable and sufficient evidence.

EP 2.3 Design appropriate assessment activities for own specialist area.

EP 2.4 Collaborate with others, as appropriate, to promote equity and consistency in assessment processes.

EK 3.1 Ways to establish learner involvement in and personal responsibility for assessment of their learning.

EK 3.2 Ways to ensure access to assessment within a learning programme.

EP 3.1 Ensure that learners understand, are involved and share in responsibility for assessment of their learning.

EP 3.2 Ensure that access to assessment is appropriate to learner need.

EK 4.1 The role of feedback and questioning in assessment for learning.

EK 4.2 The role of feedback in effective evaluation and improvement of own assessment skills.

EP 4.1 Use assessment information to promote learning through questioning and constructive feedback, and involve learners in feedback activities.

EP 4.2 Use feedback to evaluate and improve own skills in assessment.

EK 5.1 The role of assessment and associated organisational procedures in relation to the quality cycle.

EK 5.2 The assessment requirements of individual learning programmes and procedures for

EP 5.1 Contribute to the organisation's quality cycle by producing accurate and standardised assessment information, and keeping appropriate records of assessment decisions and learners' progress.

conducting and recording internal and/or external assessments.

EK 5.3 The necessary/appropriate assessment information to communicate to others who have a legitimate interest in learner achievement.

EP 5.2 Conduct and record assessments which adhere to the particular requirements of individual learning programmes and, where appropriate, external bodies.

EP 5.3 Communicate relevant assessment information to those with a legitimate interest in learner achievement, as necessary/appropriate.

Domain F: Access and progression

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains

PROFESSIONAL VALUES

Teachers in the lifelong learning sector value:

AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.

AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

They are committed to:

FS 1 Encouraging learners to seek initial and further learning opportunities and to use services within the organisation.

FS 2 Providing support for learners within the boundaries of the teacher role.

FS 3 Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area.

FS 4 A multi-agency approach to supporting development and progression opportunities for learners.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teachers in the lifelong learning sector know and understand

FK 1.1 Sources of information, advice, guidance and support to which learners might be referred.

FK 1.2 Internal services which learners might access.

PROFESSIONAL PRACTICE

Teachers in the lifelong learning sector:

FP 1.1 Refer learners to information on potential current and future learning opportunities and appropriate specialist support services.

FP 1.2 Provide learners with appropriate information about the organisation and its facilities, and encourage learners to use the organisation's services, as appropriate.

FK 2.1 Boundaries of own role in supporting learners.

FP 2.1 Provide effective learning support, within the boundaries of the teaching role.

FK 3.1 Progression and career opportunities within own specialist area.

FP 3.1 Provide general and current information about potential education, training and/or career opportunities in relation to own specialist area.

FK 4.1 Professional specialist services available to learners and how to access them.

FP 4.1 Provide general and current information about a range of relevant external services.

FK 4.2 Processes for liaison with colleagues and other professionals to provide effective guidance and support for learners.

FP 4.2 Work with colleagues to provide guidance and support for learners.

Appendix 4 LSIS Statement – Why the qualifications have changed

Policy context and background

During 2012, there were significant policy changes that had implications for the training and development of teachers in the further education and skills sector. This guidance aims to support teacher educators and teacher training providers to both understand and respond to these developments.

In 2012, an independent review panel (chaired by Lord Lingfield) was established by government to consider the existing arrangements for regulating and facilitating the professionalism of the further education and skills workforce. One of the key recommendations made by the independent review panel, which ministers immediately accepted, was to take forward a review to simplify and re-name the further education and skills teaching qualifications. In July 2012, LSIS was asked to undertake this review of the qualifications working closely with the sector through a representative project steering group.

At the same time, the Department for Business, Innovation and Skills (BIS) launched a consultation on the revocation of the further education and skills workforce regulations. Following the consultation, amended workforce regulations were introduced in September 2012 that removed the existing requirement to join the Institute for Learning (IfL) and acquire professional status but retained, for a further twelve months, the requirement to work towards the achievement of the existing teaching qualifications. The new regulations signalled a change in approach to workforce professionalism, moving from one that was dependent on government regulation to one where the sector is empowered to decide the best way to maintain and raise standards

Until September 2013, anybody in existing employment or newly employed in the sector must comply with the amended workforce regulations relating to existing teaching qualifications. Thereafter, it is anticipated that all the workforce regulations will be revoked and that it will be up to employers to decide what is appropriate for their own staff and organisation. Employers will need to have internal policies in place to specify the qualifications they require their teaching staff to hold and to determine what continuing professional development (CPD) is appropriate. Policies should cover the different teaching roles undertaken by their staff including those delivering English (literacy and/or ESOL), mathematics (numeracy) and provision for disabled learners.

Notwithstanding these changes to the regulations for the further education and skills workforce, the central importance of high-quality initial teacher education and CPD is recognised in the wider policy context.

A report from the Commission on Adult Vocational Teaching and Learning (CAVTL) notes that:

Vocational teaching, learning and assessment is a sophisticated professional occupation and demands, therefore, robust initial and continuous development of expertise”

Source: *It’s all about work...Excellent adult vocational teaching and learning (CAVTL, 2013)*

The same report also emphasises the importance of dual professionalism:

“The best vocational teachers and learners have dual identities, as occupational specialists and pedagogical experts”

Source: *It’s all about work...Excellent adult vocational teaching and learning (CAVTL, 2013)*

Employers will continue to need professionally trained staff who have a sense of, and are able to practise, dual professionalism. Both their vocational knowledge and understanding of pedagogy will be vital to supporting learners.

The design and implementation of the new teaching qualifications need to respond to the opportunities and challenges presented by changes to further education and skills workforce regulation, to the recommendations from CAVTL and to longstanding issues affecting the quality of initial teacher education.

Key changes to the qualifications

As part of the review of qualifications, LSIS gathered feedback from the sector on proposed changes to the qualifications in October/November 2012. A findings report summarising the feedback and explaining how the development of the new qualifications would be taken forward was published in January 2013, *Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two Findings Report (LSIS, 2013)*.

Although there was overall support for changes to the qualifications, there was no desire for whole-scale change, particularly as new qualifications had only just been introduced by some ITE providers following the LLUK review in 2011. Therefore, the changes to the qualifications in the Qualifications and Credit Framework (QCF)³ described below are deliberately ‘evolutionary’ rather than ‘revolutionary’.

Generic qualifications

- The titles of the qualifications
- A single qualification an Award, a Certificate and a Diploma has been introduced at each level to simplify the qualification framework. The

qualifications are no longer 'nested' within each other (for example, the Level 3 Award or Level 4 Certificate is not included as part of the Level 5 Diploma).

- The qualifications are of increasing size, with increasing practice requirements.
- The suite of qualifications has been designed so that a trainee teacher can undertake the *Level 5 Diploma in Education and Training* without having previously achieved one of the qualifications at a lower level. Alternatively, an individual may choose to progress from the *Level 3 Award in Education and Training* to a *Level 4 Certificate in Education and Training* and then to the Level 5 qualification, or from a *Level 3 Award in Education and Training* directly to the Level 5 qualification.

Specialist qualifications

- There are three types of specialist qualification at Level 5 for those teaching, or aspiring to teach, disabled learners, English (literacy), English (ESOL), English (literacy and ESOL) and mathematics (numeracy):
 - Qualifications including a specialist pathway:
These are diploma qualifications of 120 credits where part of the qualification and practice is taken in the context of one of the specialist areas.
 - Integrated qualifications:
These are diploma qualifications of 120 credits where all of the qualification and practice is taken in the context of one of the specialist areas.
 - Standalone qualifications:
These are diploma qualifications of 45 credits where all of the qualification and practice is taken in the context of one of the specialist areas.
- The titles for the specialist diploma qualifications of 120 credits have also changed to end with Education and Training. The smaller, diploma qualifications of 45 credits have different titles to make it easier to differentiate between them⁴.

The qualifications differ in terms of size, level, length of time to complete, practice requirements and content. By comparing these key features, employers and individuals can determine the most appropriate qualification for their staff or for themselves.

Other changes

- In the new qualifications, greater emphasis has been given to the teaching practice component, including observed and assessed practice, reflecting the emphasis on quality of teaching in the *Common inspection framework for further education and skills 2012 (Ofsted, 2012)* and the *Initial teacher education inspection handbook (Ofsted, 2012)*. Apart from the *Level 3 Award in Education and Training*, all qualifications require trainee teachers to have part of their teaching practice observed and assessed. Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. Achievement of observations that have met the required standard of practice is a requirement for the award of the QCF units that require practice.

Awarding organisations and higher education institutions are expected to provide guidance to enable ITE providers to make a judgement about whether a trainee teacher has met the required standard of practice in an observation. LSIS recommends that awarding organisations and higher education institutions refer to the *Handbook for the Inspection of Further Education and Skills (Ofsted, 2012) Part 2, Section B: Quality of Teaching, Learning and Assessment* to inform the development of their guidance.

- Clearer guidance has been given on the appropriate qualifications and experience required of ITE staff delivering and assessing the new qualifications.
It is not generally acceptable for a teacher educator to have only a Level 3 teaching qualification if they are delivering and/or assessing ITE qualifications. Teacher educators delivering Level 5 qualifications must have a teaching qualification equivalent to Level 5 in the QCF themselves and, if teaching on the specialist qualifications, a specialist qualification and experience.

What has not changed

- The Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 2006) were outside the scope of the review. These standards will continue to underpin practice in the sector alongside the new teaching qualifications. In addition, the application guides for the professional standards have not been revised.
- The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector. This guidance has not been revised.
- The proposal for awarding bodies to develop a Level 7 continuing professional development qualification in the QCF was not widely supported. Provision at this level is already available within higher education institutions.



Appendix 5 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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