



Qualifications for teaching in the FE sector in England

A Companion Guide for Higher Education Institutions

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Version 1



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Glossary

This table gives acronyms found in this document.

Acronym / Term	Definition
AO	Awarding organisation
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
FE	Further education
HEI	Higher education institution
LSIS	Learning and Skills Improvement Service
OFQUAL	Office of Qualifications and Examinations Regulation
PTLLS	(Award in) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RoC	Rules of Combination

Section 1 - Introduction

1.1 Purpose of this document

This document has been written by the UK Qualifications and Skills Team, part of the Learning and Skills Improvement Service (LSIS). It provides guidance for Higher Education Institutions (HEIs) wishing to develop qualifications recognised as equivalents to the qualifications in the Qualifications and Credit Framework (QCF) that meet the requirements of the Further Education Teachers' Qualifications (England) Regulations 2007. The term 'equivalent' is used as it is in the Further Education Teachers' Qualifications (England) Regulations 2007 and not in relation to any qualification framework. The QCF qualifications are:

Level 3 Award in Preparing to Teach in the Lifelong Learning Sector

Level 4 Award in Preparing to Teach in the Lifelong Learning Sector

Level 3 Certificate in Teaching in the Lifelong Learning Sector

Level 4 Certificate in Teaching in the Lifelong Learning Sector

Level 5 Diploma in Teaching in the Lifelong Learning Sector

Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector

Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector

Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector

Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector

Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: Literacy)

Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: ESOL)

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

Level 5 Diploma in Teaching in the Lifelong Learning Sector (Disabled Learners)

Level 5 Diploma in Teaching English: Literacy

Level 5 Diploma in Teaching English: ESOL

Level 5 Diploma in Teaching English: Literacy and ESOL

Level 5 Diploma in Teaching Mathematics: Numeracy

This document provides supplementary guidance to support HEIs to develop qualifications in frameworks other than the QCF, in particular the Framework for Higher Education Qualifications (FHEQ) England, Wales and Northern Ireland. HEIs must refer to the guidance developed for awarding organisations operating in the QCF. Very little of the information in those documents is repeated here so as to keep this guidance as brief as possible. It follows that some headings from those documents are not included here if there is nothing specific to HEI provision to add. There is already some reference to HEI provision included in the QCF guidance documents.

Some HEI qualifications may be coming to the time when they need to revalidate their qualifications. This guidance will be important in ensuring new requirements are incorporated. Qualifications that are not close to revalidation should be reviewed to identify the degree to which they already meet the updated requirements, particularly in relation to credit and learning outcomes. It may be that a current qualification meets the minimum requirements of an updated qualification specification. If that is the case then other changes in the specification can be incorporated – for example, the reduction in the number of required teaching practice hours in some qualifications. If a current qualification does not meet the minimum requirements of an updated qualification specification, the processes of an individual HEI will determine how they can be met.

Please note: This document refers to qualifications that meet the requirements of the Further Education Teachers' Qualifications (England) Regulations 2007. It avoids describing the qualifications as 'regulated' qualifications as that is now the term used when a qualification is in the QCF – in the Register of Regulated Qualifications. Awarding organisations 'recognised' by the Office of Qualifications and Examinations Regulation (Ofqual) have their qualifications regulated. (Qualifications are now 'accredited' only in specific circumstances)

1.2 Applying the design features of QCF qualifications

The design features of all the updated and new further education teaching qualifications are consistent with the main design features of the Qualifications and Credit Framework (QCF). Guidance is provided here on the extent to which HEIs are required to apply those design features.

Titles of qualifications

HEIs are not required to use the titles of the QCF qualifications. This is no change from previous requirements. However, LSIS continues to support any titling of qualifications and

supporting information of an HEI that makes clear to employers and practitioners when any qualification is considered an equivalent to those QCF qualifications named in the FE teaching qualifications regulations.

Credit level of qualifications

QCF qualification specifications have been developed at the minimum level required to meet the FE teaching qualifications regulations. Although it is important that qualifications continue to be available at these minimum levels LSIS supports a diverse offer of qualifications, in terms of level, to meet the needs of the wider further education sector. LSIS continues to support HEIs in developing the teaching qualifications at levels above the minimum required. However, the purpose and intent of the qualifications, as reflected in the learning outcomes developed for the minimum level must be reflected in qualifications developed at higher levels.

Credit at the level of the qualification

It is a requirement of the QCF that a majority of credit in any qualification is at the level of the qualification. Through the rules of combination LSIS has ensured that this requirement is met for each of the qualifications. For example, in the Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) LSIS requires a minimum of sixty three (63) credits to be at Level 5. This is not a requirement for qualifications in the FHEQ. For example, many HEI diploma qualifications include equal amounts of credit at Level 4 (HE1) and Level 5 (HE2) and they may continue to do so.

Restricting credit at a particular level

In some of the QCF qualification specifications a minimum and/or maximum value is given for a particular level of credit permitted. For example, the value of Level 3 credit in the DTLLS is restricted to twelve (12) and in the Level 4 CTLLS a minimum of twenty four credits is required at Level 4. These restrictions must be observed by HEIs when developing qualifications. LSIS recognises that some of these restrictions will not apply to the many qualifications developed by HEIs at higher than minimum levels.

Rules of combination

HEIs are not required to use the complete rules of combination developed for qualifications in the QCF, though they are free to do so. This is no change from previous requirements. However, any equivalent qualification must reflect the learning outcomes of at least one combination of mandatory and restricted optional units that meet the QCF rules of combination (RoC) for a qualification. For example, a qualification may be developed using

only the units that reflect the content of the 2007 qualification and none of the matched units from the learning and development qualifications. Equally a qualification could be developed using mostly the matched units.

Units of assessment

Units of assessment are the building blocks of qualifications in the QCF. In the updated and newly developed qualifications LSIS has continued to restrict the credit value of units as in the qualifications developed in 2007. Units are limited to those with a credit value of 1, 2, 3, 6, 9, 12, 15 and 20. This allows for an easier combination of units to meet any RoC in this suite of qualifications. This is not required of HEI qualifications. This is no change from previous requirements. LSIS recognises that few qualifications in the FHEQ will be developed using these credit values, though there have been examples of HEIs using them.

Mandatory and restricted optional credit

The required mandatory and restricted optional credit must be reflected in any qualification recognised as equivalent to those meeting the requirements of the FE teaching qualifications regulations. Description of these types of credit is given in each of the QCF qualification guidance documents. It is important that sufficient credit is provided in HEI modules (whatever credit value those modules may be) to reflect the credit value of the associated units of assessment.

As stated above, HEI must evidence that their qualification covers at least one of the rules of combination of the associated QCF qualification to be considered an equivalent qualification. Whatever the structure of the HEI qualification, all the learning outcomes of mandatory and restricted optional units of the associated QCF qualification must be covered. This is no change from previous requirements. LSIS has listed the learning outcomes of each QCF unit of assessment in Section two of this document to ease this process. LSIS recognises that the relatively small size of units in the QCF qualifications will mean that HEIs will develop fewer learning outcomes when developing their qualifications. This is no change from previous practice.

It is no longer necessary for HEIs to evidence coverage of the assessment criteria associated with learning outcomes in QCF units of assessment. This is a change from previous requirements. However, LSIS urges HEIs to consider the assessment criteria to make certain of an understanding of the intention of any particular learning outcome.

Open optional and other credit

There is no requirement to reflect the open optional credit available in the QCF qualifications or to include other credit where that is permitted. This is a change from previous requirements.

Credit transfer and recognition agreement

Although HEIs do not need to use the complete rules of combination for any qualification it is important that they observe the requirements of this agreement. This is no change from previous requirements. Details are given in the QCF guidance for each qualification. There is reference in the guidance to an agreement with Ofqual regarding 6 and 12 credit PTLLS awards and LSIS encourages HEIs to take a similar approach where possible.

Information is provided in the guidance relating to credit, sequence and level. HEIs should use the guidance on sequence of units to identify the appropriate sequence of groups of learning outcomes - no matter how an HEI may combine these in modules. Only the mandatory and restricted optional credit needs to be assigned to one of the two parts. Open optional and other credit in some qualifications where available can be taken as a whole.

LSIS supports any initiative to make transparent an HEIs implementation of this agreement for employers and potential trainees. LSIS also supports any partnership working with other providers to make available the broadest opportunities for progression.

Section 2 - Learning outcomes

Generic mandatory and restricted units of assessment

Applying theories and principles for planning and enabling inclusive learning and teaching Level 4

1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching
2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching
3. Understand expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching
4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching

Applying theories and principles for planning and enabling inclusive learning and teaching Level 5

1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching
2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching
3. Be able to meet the expectations of the minimum core in relation to the applications of theories and principles for planning and enabling inclusive learning and teaching
4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching

Assess vocational skills knowledge and understanding Level 3

1. Be able to prepare assessments of vocational skills, knowledge and understanding
2. Be able to carry out assessments of vocational skills, knowledge and understanding
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

Assessing learners in lifelong learning Level 3

1. Be able to use types and methods of assessment to meet the needs of learners
2. Be able to conduct and record assessments in accordance with internal and external processes and requirements
3. Understand expectations in relation to the minimum core in assessing learners in lifelong learning
4. Be able to evaluate own assessment practice

Assessing learners in lifelong learning Level 4

1. Be able to use types and methods of assessment to meet the needs of learners
2. Be able to conduct and record assessments in accordance with internal and external processes and requirements
3. Understand expectations in relation to the minimum core in assessing learners in lifelong learning
4. Be able to evaluate own assessment practice

Continuing personal and professional development Level 5

1. Understand the application of theories, principles and models of reflective practice to continuing personal and professional development
2. Understand own continuing personal and professional development needs
3. Be able to engage in continuing personal and professional development to improve own practice

Curriculum development for inclusive practice Level 5

1. Understand contexts in which education and training are provided in the lifelong learning sector
2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching
3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice
4. Be able to evaluate and improve own practice in inclusive curriculum design and development

Delivering lifelong learning Level 3

1. Be able to use inclusive learning and teaching approaches in accordance with internal processes and external requirements
2. Be able to communicate with learners and other learning professionals to enhance learning
3. Understand how technology can enhance learning and teaching
4. Understand the use of minimum core in relation to delivering lifelong learning
5. Be able to evaluate own practice in delivering inclusive learning and teaching

Delivering lifelong learning Level 4

1. Be able to use inclusive learning and teaching approaches in accordance with internal processes and external requirements
2. Be able to communicate with learners and other learning professionals to enhance learning
3. Understand how technology can enhance learning and teaching
4. Understand expectations of the minimum core in relation to delivering lifelong learning
5. Be able to evaluate own practice in delivering inclusive learning and teaching

Develop and prepare learning and development resources Level 4

1. Understand the principles underpinning the development and preparation of learning and development resources
2. Be able to develop resources to meet learning and development needs

Enabling learning through assessment Level 4

1. Understand theories, principles and applications of formal and informal assessment
2. Be able to design formal and informal assessments to enable learning and progression
3. Be able to conduct formal and informal assessments to enable learning and progression
4. Be able to meet minimum core expectations in relation to enabling learning and assessment
5. Be able to evaluate and improve own assessment practice

Enabling learning through assessment Level 5

1. Understand theories, principles and applications of formal and informal assessment
2. Be able to design formal and informal assessments to enable learning and progression
3. Be able to conduct formal and informal assessments to enable learning and progression
4. Understand minimum core expectations in relation to enabling learning and assessment
5. Be able to evaluate and improve own assessment practice

Facilitate learning and development for individuals Level 3

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

Facilitate learning and development in groups Level 3

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

Identify individual learning and development needs Level 3

1. Understand the principles and practices of learning needs analysis for individuals
2. Be able to conduct learning needs analysis for individuals
3. Be able to agree individual learning and development needs

Manage learning and development in groups Level 4

1. Understand the principles and practices of managing learning and development in groups
2. Be able to manage group learning and development environments
3. Be able to apply methodologies to manage learning and development in groups
4. Be able to manage learning and development in groups to comply with legal and organisational requirements

Planning to meet the needs of learners Level 3

1. Be able to agree individual learning goals with learners
2. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements
3. Understand expectations of the minimum core in relation to planning inclusive learning and teaching
4. Be able to evaluate own practice in planning inclusive learning and teaching

Planning to meet the needs of learners Level 4

1. Be able to agree individual learning goals with learners
2. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements
3. Understand expectations of the minimum core in relation to planning inclusive learning and teaching
4. Be able to evaluate own practice in planning inclusive learning and teaching

Principles of assessment in lifelong learning Level 3

1. Understand types and methods of assessment used in lifelong learning
2. Understand ways to involve learners in the assessment process
3. Understand requirements for keeping records of assessment in lifelong learning

Principles of assessment in lifelong learning Level 4

1. Understand how types and methods of assessment are used in lifelong learning
2. Understand how to involve learners in the assessment process
3. Understand requirements for keeping records of assessment in lifelong learning

Roles, responsibilities and relationships in lifelong learning Level 3

1. Understand own role and responsibilities in lifelong learning
2. Understand the relationships between teachers and other professionals in lifelong learning
3. Understand own responsibility for maintaining a safe and supportive learning environment

Roles, responsibilities and relationships in lifelong learning Level 4

1. Understand own role and responsibilities in lifelong learning
2. Understand the relationships between teachers and other professionals in lifelong learning
3. Understand own responsibility for maintaining a safe and supportive learning environment

Understanding inclusive learning and teaching in lifelong learning Level 3

1. Understand learning and teaching strategies in lifelong learning
2. Understand how to create inclusive learning and teaching in lifelong learning
3. Understand ways to create a motivating learning environment

Understanding inclusive learning and teaching in lifelong learning Level 4

1. Understand learning and teaching strategies in lifelong learning
2. Understand how to create inclusive learning and teaching in lifelong learning
3. Understand how to create a motivating learning environment

Understanding the principles and practices of assessment Level 3

1. Understand the principles and requirements of assessment
2. Understand different types of assessment method.
3. Understand how to plan assessment.
4. Understand how to involve learners and others in assessment.
5. Understand how to make assessment decisions.
6. Understand quality assurance of the assessment process.
7. Understand how to manage information relating to assessment
8. Understand the legal and good practice requirements in relation to assessment.

Using inclusive learning and teaching approaches in lifelong learning Level 3

1. Be able to plan inclusive learning and teaching sessions
2. Be able to deliver inclusive learning and teaching sessions
3. Be able to evaluate own practice in delivering inclusive learning and teaching

Using inclusive learning and teaching approaches in lifelong learning Level 4

1. Be able to plan inclusive learning and teaching sessions
2. Be able to deliver inclusive learning and teaching sessions
3. Be able to evaluate own practice in delivering inclusive learning and teaching

Using resources for lifelong learning Level 3

1. Be able to use resources in the delivery of inclusive learning and teaching
2. Understand expectations of the minimum core in relation to using resources for lifelong learning
3. Be able to evaluate own use of resources in the delivery of inclusive learning and teaching

Using resources for lifelong learning Level 4

1. Be able to use resources in the delivery of inclusive learning and teaching
2. Understand expectations of the minimum core in relation to using resources for lifelong learning
3. Be able to evaluate own use of resources in the delivery of inclusive learning and teaching

Wider professional practice Level 5

1. Understand the concept of professionalism and core professional values in the lifelong learning sector
2. Understand policies and regulatory requirements relating to the lifelong learning sector
3. Be able to contribute to quality improvement and quality assurance systems and procedures
4. Understand how to develop learners' wider skills in own specialist area
5. Be able to evaluate and improve own wider professional practice

Literacy, numeracy and ESOL mandatory and restricted optional units

Applying knowledge of literacy and language for learning and teaching Level 3

1. Understand personal, social and cultural factors influencing language and literacy learning and development
2. Understand key features of the English language
3. Understand the development of speaking, listening, reading and writing skills
4. Be able to apply knowledge and understanding of literacy in own professional practice

Applying knowledge of ICT for learning and teaching Level 3

1. Understand personal, social and cultural factors influencing ICT learning and development
2. Understand how communication permeates all aspects of ICT
3. Understand key processes involved in purposeful use of ICT
4. Understand how to apply knowledge and skills that underpin key processes in ICT
5. Be able to apply knowledge and understanding of ICT in own professional practice

Applying knowledge of numeracy for learning and teaching Level 3

1. Understand personal, social and cultural factors influencing numeracy learning and development
2. Understand how communication permeates all aspects of numeracy
3. Understand key processes involved in using numeracy to support problem solving
4. Understand how to apply knowledge and skills that underpin key processes in numeracy
5. Be able to apply knowledge and understanding of numeracy in own professional practice

Applying theories and principles for planning and enabling inclusive learning and teaching: ESOL Level 5

1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching
2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching
3. Be able to meet the expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching
4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching

Applying theories and principles for planning and enabling inclusive learning and teaching: Literacy Level 5

1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching
2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching
3. Be able to meet the expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching
4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching

Applying theories and principles for planning and enabling inclusive learning and teaching: Numeracy Level 5

1. Understand the application of theories and principles of learning and communication to inclusive learning and teaching
2. Be able to apply theories and principles of learning and communication to inclusive learning and teaching
3. Be able to meet the expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching
4. Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching

Curriculum development for inclusive practice: ESOL Level 5

1. Understand contexts in which education and training are provided in the lifelong learning sector
2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching
3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice
4. Be able to evaluate and improve own practice in inclusive curriculum design and development

Curriculum development for inclusive practice: Literacy Level 5

1. Understand contexts in which education and training are provided in the lifelong learning sector
2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching
3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice
4. Be able to evaluate and improve own practice in inclusive curriculum design and development

Curriculum development for inclusive practice: Literacy and ESOL Level 5

1. Understand contexts in which education and training are provided in the lifelong learning sector
2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching
3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice
4. Be able to evaluate and improve own practice in inclusive curriculum design and development

Curriculum development for inclusive practice: Numeracy Level 5

1. Understand contexts in which education and training are provided in the lifelong learning sector
2. Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching
3. Be able to apply theories, principles and models of curriculum design to curriculum development and practice
4. Be able to evaluate and improve own practice in inclusive curriculum design and development

Enabling learning through assessment: ESOL Level 5

1. Understand theories, principles and applications of formal and informal assessment
2. Be able to design formal and informal assessments to enable learning and progression
3. Be able to conduct formal and informal assessments to enable learning and progression
4. Understand minimum core expectations in relation to enabling learning and assessment
5. Be able to evaluate and improve own assessment practice

Enabling learning through assessment: Literacy Level 5

1. Understand theories, principles and applications of formal and informal assessment
2. Be able to design formal and informal assessments to enable learning and progression
3. Be able to conduct formal and informal assessments to enable learning and progression
4. Understand minimum core expectations in relation to enabling learning and assessment
5. Be able to evaluate and improve own assessment practice

Enabling learning through assessment: Numeracy Level 5

1. Understand theories, principles and applications of formal and informal assessment
2. Be able to design formal and informal assessments to enable learning and progression
3. Be able to conduct formal and informal assessments to enable learning and progression
4. Understand minimum core expectations in relation to enabling learning and assessment
5. Be able to evaluate and improve own assessment practice

English: Literacy and ESOL and the learners Level 5

1. Understand the significance of language change for literacy and ESOL learners
2. Understand the significance of language variety for literacy and ESOL learners
3. Understand the relationship between language and social processes
4. Understand the use of English as a medium for learning and teaching
5. Understand factors which influence literacy and language acquisition, learning and use

English: Literacy and ESOL learning and teaching Level 5

1. Be able to plan inclusive literacy and language learning and teaching for literacy and ESOL learners
2. Be able to deliver inclusive literacy and language learning and teaching for literacy and ESOL learners
3. Understand how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes
4. Be able to use specialist approaches and tools in the assessment of literacy and language learners
5. Be able to communicate effectively with literacy and ESOL learners
6. Be able to evaluate and improve own practice in teaching literacy and language

English: Literacy and ESOL theories and frameworks Level 5

1. Understand theories and principles relating to language acquisition and learning
2. Understand theories and principles relating to literacy learning and development
3. Understand how language can be described and analysed
4. Understand the processes involved in the development of speaking, listening, reading and writing skills of literacy and ESOL learners

ESOL and the learners Level 5

1. Understand the significance of language change for ESOL learners
2. Understand the significance of language variety for ESOL learners
3. Understand the relationship between language and social processes
4. Understand factors which influence literacy and language acquisition, learning and use

ESOL learning and teaching Level 5

1. Be able to plan inclusive literacy and language learning and teaching
2. Be able to deliver inclusive literacy and language learning and teaching
3. Understand how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes
4. Be able to use specialist approaches and tools in the assessment of literacy and language learners
5. Be able to evaluate and improve own practice in teaching literacy and language

ESOL theories and frameworks Level 5

1. Understand theories and principles relating to language acquisition and learning
2. Understand theories and principles relating to literacy learning and development
3. Understand how language can be described and analysed
4. Understand the processes involved in the development of speaking, listening, reading and writing skills

Improving numeracy knowledge, understanding and practice Level 5

1. Understand fundamental attributes of mathematics and numeracy
2. Understand the attributes of procedures within mathematics and numeracy
3. Understand how learning theories and the origins and status of mathematics impact on numeracy teaching
4. Be able to use evaluation of practice to improve numeracy learning and teaching

Learning, planning and assessment: ESOL Level 4

1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements
2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements
3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements
4. Understand expectations of the minimum core in relation to learning, planning and assessment
5. Be able to evaluate own inclusive learning, planning and assessment practice

Learning, planning and assessment: Literacy Level 4

1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements
2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements
3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements
4. Understand expectations of the minimum core in relation to learning, planning and assessment
5. Be able to evaluate own inclusive learning, planning and assessment practice

Learning, planning and assessment: Literacy and ESOL Level 4

1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements
2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements
3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements
4. Understand expectations of the minimum core in relation to learning, planning and assessment
5. Be able to evaluate own inclusive learning, planning and assessment practice

Learning, planning and assessment: Numeracy Level 4

1. Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements
2. Be able to deliver inclusive learning and teaching in accordance with internal processes and external requirements
3. Be able to carry out assessments to meet the needs of learners in accordance with internal processes and external requirements
4. Understand expectations of the minimum core in relation to learning, planning and assessment
5. Be able to evaluate own inclusive learning, planning and assessment practice

Literacy and the learners Level 5

1. Understand the significance of language change for literacy learners
2. Understand the significance of language variety for literacy learners
3. Understand the relationship between language and social processes
4. Understand factors which influence literacy and language acquisition, learning and use

Literacy, ESOL and the learners Level 5

1. Understand the significance of language change for literacy and ESOL learners
2. Understand the significance of language variety for literacy and ESOL learners
3. Understand the relationship between language and social processes
4. Understand factors which influence literacy and language acquisition, learning and use

Literacy learning and teaching Level 5

1. Be able to plan inclusive literacy and language learning and teaching
2. Be able to deliver inclusive literacy and language learning and teaching
3. Understand how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes
4. Be able to use specialist approaches and tools in the assessment of literacy and language learners
5. Be able to evaluate and improve own practice in teaching literacy and language

Literacy theories and frameworks Level 5

1. Understand theories and principles relating to language acquisition and learning
2. Understand theories and principles relating to literacy learning and development
3. Understand how language can be described and analysed
4. Understand the processes involved in the development of speaking, listening, reading and writing skills

Numeracy and the learners Level 5

1. Understand the links between popular perceptions of mathematics and their roles within numeracy learning
2. Understand how numeracy can impact on different contexts and subjects
3. Be able to use assessment processes to identify the skills and aspirations of numeracy learners
4. Be able to use inclusive approaches to meet the individual needs of numeracy learners
5. Be able to promote learning support and learner support within numeracy learning and teaching
6. Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes

Numeracy learning and teaching Level 5

1. Be able to plan numeracy learning and teaching to meet learners' needs and curriculum requirements
2. Be able to create and maintain a supportive and challenging numeracy learning environment
3. Be able to use communication strategies and techniques within numeracy learning
4. Understand how technology can be used in numeracy learning and teaching
5. Be able to assess learners' numeracy knowledge, understanding and skills in accordance with organisational processes



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