



Qualification Guidance

For awarding organisations, awarding bodies and higher education institutions

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

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

September 2011

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Glossary

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

Acronym / Term	Definition
ACL	Adult and community learning
AO	Awarding organisation
BIS	Department for Business, Innovation and Skills
Credit	One credit is equates to ten notional hours of learning (QCF)
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
FE	Further education
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
HEI	Higher education institution
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	A training technique where group members prepare and deliver a short session and evaluate their practice
PTLLS	(Award in) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
ROC	Rules of Combination
RPL	Recognition of Prior Learning
SSC	Sector Skills Council
WBL	Work based learning

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 is a guide for those awarding organisations, awarding bodies and higher education institutions wishing to develop one or both of the following qualifications or their equivalents:

- **Level 3 Award in Teaching in the Lifelong Learning Sector**
- **Level 4 Award in Teaching in the Lifelong Learning Sector**

These qualifications will replace the Qualifications and Credit Framework (QCF) qualifications introduced in 2007¹. The qualifications were developed to meet the requirements of everyone involved, (or wishing to become involved) in a teaching² role in the further education (FE) sector in England. The changes to current qualifications have been made in response to sector demand for updating the qualifications and they provide increased flexibility to respond to the changing demands made of the further education sector.

During 2010/11, over 300 organisations and individuals contributed to a review of the existing generic and subject specific qualifications. It should be emphasised that the qualifications were reviewed as an integrated suite, and that changes in one qualification were reflected in others. This is especially true of the generic qualifications, where certain design features of the Awards will be reproduced in the Certificates, and in turn reproduced in the overall structure of the Diploma. This is particularly important to note for awarding organisations which currently may be offering only a limited number of the qualifications.

During the review period, a number of significant reviews were commissioned nationally which could have an impact on the qualifications for the further education sector. These included, for example, Alison Wolf's review of vocational education, as well as reviews of informal adult and community learning and basic skills. For this reason, Lifelong Learning UK agreed with the key stakeholders - the Department of Business, Innovation and Skills (BIS), the Institute for Learning (IfL) and the Learning and Skills Improvement Service (LSIS) - that implementation of the reviewed qualifications should be phased to enable the outcomes of these important reviews to be taken into

¹ Registrations on current awards must end on 31st August 2012

² 'Teacher' is used in the document as a generic term that covers teachers, tutors, trainers, lecturers and instructors who are required, under the 2007 reforms or by virtue of their contractual requirements to be qualified or working towards being qualified as Associate Teacher in the Lifelong Learning Sector (ATLS) or Qualified Teacher in the Lifelong Learning Sector (QTLS).

consideration, and where necessary, adjustments made to the qualifications before being made available.

As a consequence, and notwithstanding the integrated nature of the qualifications, it was agreed that the first phase of roll out from April 2011 would be for the Level 3 and 4 Awards in Preparing to Teach in the Lifelong Learning Sector (PTLLS) only.

This document provides the technical information needed by awarding organisations (AO) awarding bodies and Higher Education Institutions (HEI) to develop the Level 3 and Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualifications. It does not include general information about the qualifications and the changes that have been made. This is to be made available to the sector in late Autumn 2011.

A note on this version of guidance: Awarding organisation guidance for the PTLLS qualifications was published by Lifelong Learning UK (LLUK) in March 2011. This was amended in June 2011 to include revised units and additional assessment information. This re-issue has been developed to bring the document design and content into line with other qualification guidance produced by LSIS. There have been no changes to qualification content or to units or RoC. This guidance is one of eight LSIS qualification guidance documents for teachers in FE issued in September 2011.

1.2 How to use this document

The document is arranged as follows:

- **Section 1** provides background and brief design principles for the qualification suite as a whole.
- **Section 2** gives details of the qualification requirements and the rule of combination for the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector.
- **Section 3** gives details of the qualification requirements and the rule of combination for the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector.

The units that make up the new PTLLS qualifications are now available for Awarding Organisations in the Regulatory Information Technology System (RITS) of Ofqual. For Higher Education Institutions they are available in this document. When an awarding organisation has accredited the qualification the units will be available in the Register of regulated qualifications.

1.3 The design features of the qualifications

The design features of the updated qualifications are consistent with the main design features of the Qualifications and Credit Framework (QCF). Knowledge of the QCF is a pre-requisite for awarding organisations to be able to specify the qualification requirements. An up to date introduction to the QCF can be found on the Ofqual website www.ofqual.gov.uk.

Units of assessment

The rules of combination for these qualifications are based on units of two different kinds. The distinctions are based in part on the regulatory requirements of the QCF and in part on priorities of LSIS. Each of the qualifications enables credits to be achieved through the following kinds of unit: mandatory units and restricted optional units

Mandatory units

As the QCF term implies, these are units that must be completed in order for the qualification to be achieved. The PTLLS awards introduced in 2007 were made up of a single mandatory unit. Increasing the credit value of the updated awards and including a significant proportion of optional credit has opened up the opportunity to recognise a wider range of range of teaching responsibilities. There may be concern that there are too few mandatory units in the updated qualifications. However, it should be noted that some units are optional only in as much as the unit is available at level 3 and level 4 and for others the choice is restricted (see below)

Restricted optional units

'Restricted' is a term used by LSIS to draw a distinction between these and what we have termed 'open' optional units. In the rules of combination optional units are grouped. Choice in restricted optional groups is limited to ensure that required content is covered while still allowing a degree of flexibility in the choice of units for part of a qualification. In particular, restricted optional units are used to provide the opportunity to take units from Learning and Development qualifications. Restricted options therefore encourage movement between different teaching activity and context within the sector, while ensuring that essential skills and knowledge are covered within each qualification. LSIS has used the term 'open' optional units where the choice in any group is much greater does not include essential skills and knowledge. There are no open optional groups in these awards. These can be found in the certificate and diploma qualifications in this suite.

Progression

- Units from the level 3 and level 4 Awards in Preparing to Teach in the Lifelong Learning Sector are included in the CTLLS and DTLLS qualifications (though they may be taken in a combination that would not provide the opportunity to achieve either of these stand alone awards)
- The LLUK review of these qualifications identified continuing support for the 2007 credit transfer agreement between awarding organisations and higher education institutions. LSIS requires the units included in the PTLLS awards to be delivered before other units in the CTLLS and DTLLS qualifications. This will allow those who have achieved an award to join the CTLLS and DTLLS programmes at an appropriate point.

- LSIS recognises the 6 and 12 credit PTLLS qualifications as meeting the same requirements. Therefore Recognition of Prior Learning will apply to the fullest extent between the two versions of the qualification when learners progress to CTLLS and DTLLS. Learners should not be required to present new evidence during this process. Ofqual have confirmed their agreement to this approach
- Achievement of the Diploma in Teaching in the Lifelong Learning Sector permits only twelve (12) credits to be at level 3. Those trainee teachers wishing to undertake a PTLLS qualification should be made aware of this.

Section 2

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

The Level 3 Award in Preparing to Teach in the Lifelong Learning Sector is an introductory teaching qualification. It prepares learners for teaching in a wide range of contexts and does not require trainees to be teaching. An award in Preparing to Teach in the Lifelong Learning Sector at level 4 is also available. The purpose and content of the qualifications is the same. Candidates should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other teaching qualifications.

The Level 3 qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. Achieving the qualification will provide sufficient evidence that an individual has acquired the necessary skills and knowledge to enable them to teach beyond an initial year in the FE sector.

It should be noted that the units in this award will also form part of the Certificate and Diploma qualifications for teaching in the lifelong learning sector. It is expected that the majority of teachers, tutors and trainers that fall under the FE teachers regulations will meet requirements by enrolling on one of these qualifications (appropriate to teaching role).

The purpose of the qualification in the QCF is to prepare for employment in a specific occupational area (C2).

Credit value of the qualification

12

Guided Learning hours for the qualification

48

Age range for Skills Funding Agency Purposes

These qualifications are listed as appropriate for learners of 19+

Practice hours

For the following five (5) units there is no requirement to undertake practice other than as micro teaching for assessment purposes.

- Roles, responsibilities and relationships in lifelong learning (Level 3)
- Understanding inclusive learning and teaching in lifelong learning (Level 3)
- Using inclusive learning and teaching approaches in lifelong learning (Level 3)
- Principles of assessment in lifelong learning (Level 3)
- Understanding the principles and practices of assessment (Level 3)

This will allow candidates to start on programmes and achieve units without a practical teaching element

However, this is a minimum requirement and centres may wish to include a practice requirement for their programme.

The following two (2) units require candidates to undertake practice in a work environment. Practice should be in the appropriate context – either with groups of learners or with individual learners. The number of hours of practice required is not specified.

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)

Observed and assessed practice

For the following five (5) units there is no requirement to observe and assess practice in a teaching and learning environment. This will allow candidates to start on programmes and achieve units without a practical teaching element. Awarding organisations may include a requirement in their qualification if they wish.

- Roles, responsibilities and relationships in lifelong learning (Level 3)
- Understanding inclusive learning and teaching in lifelong learning (Level 3)
- Using inclusive learning and teaching approaches in lifelong learning (Level 3)
- Principles of assessment in lifelong learning (Level 3)
- Understanding the principles and practices of assessment (Level 3)

Candidates should be involved in at least one hour of microteaching. Each candidate must deliver at least one 15 minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates.

The following units assess occupational competence and require candidates to be assessed in a work environment. Practice assessed should be in the appropriate context – either with individual learners or groups of learners.

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Identify the learning needs of individuals (Level 3)
- Develop and prepare learning and development resources (Level 3)

There are additional requirements for those who assess these units. They must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess candidate performance using a range of methods, or
 - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and learning and development.

Rules of combination

To be awarded this qualification the learner must achieve a total of 12 credits.

- 3 credits from Group A
- 6 credits from Group B
- 3 credits from Group C

Level 3 Award in Preparing to Teach in the Lifelong Learning Sector			
Total credit value of qualification: 12 credits			
Credit value at Level 3	12 credits		
Credit value of mandatory units	3 credits		
Credit value of optional units	9 credits		
Unit title	Level	Credit Value	GLH
Group A			
<i>Three (3) credits must be achieved from this group</i>			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Group B			
<i>Six (6) credits must be achieved from this group</i>			
Understanding inclusive learning and teaching in lifelong learning	3	3	12
Using inclusive learning and teaching approaches in lifelong learning	3	3	12
Facilitate learning and development for individuals	3	6	25
Facilitate learning and development in groups	3	6	25
Group C			
<i>Three (3) credits must be achieved from this group</i>			
Principles of assessment in lifelong learning	3	3	12
Understanding the principles and practices of assessment	3	3	24

Section 3

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

The Level 4 Award in Preparing to Teach in the Lifelong Learning Sector is an introductory teaching qualification. It prepares learners for teaching in a wide range of contexts and does not require learners to be teaching. An award in Preparing to Teach in the Lifelong Learning Sector at level 3 is also available. The purpose and content of the qualifications is the same. Candidates should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other teaching qualifications.

The Level 4 qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. Achieving the qualification will provide sufficient evidence that an individual has acquired the necessary skills and knowledge to enable them to teach beyond an initial year in the FE sector.

It should be noted that the units in this award will also form part of the Certificate and Diploma qualifications for teaching in the lifelong learning sector. It is expected that the majority of teachers, tutors and trainers that fall under the FE teachers regulations will meet requirements by enrolling on one of these qualifications (appropriate to teaching role).

The purpose of the qualification in the QCF is to prepare for employment in a specific occupational area (C2).

Credit value of the qualification

12

Guided Learning hours for the qualification

48

Age range for Skills Funding Agency Purposes

These qualifications are listed as appropriate for learners of 19+

Practice hours

For the following nine (9) units there is no requirement to undertake practice other than as micro teaching for assessment purposes.

- Roles, responsibilities and relationships in lifelong learning (Level 3)
- Roles, responsibilities and relationships in lifelong learning (Level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3)
- Understanding inclusive learning and teaching in lifelong learning (Level 4)
- Using inclusive learning and teaching approaches in lifelong learning (Level 3)
- Using inclusive learning and teaching approaches in lifelong learning (Level 4)
- Principles of assessment in lifelong learning (Level 3)
- Principles of assessment in lifelong learning (Level 4)
- Understanding the principles and practices of assessment (Level 3)

This will allow candidates to start on programmes and achieve units without a practical teaching element

However, this is a minimum requirement and centres may wish to include a practice requirement for their programme.

The following unit requires candidates to undertake practice in a work environment. Practice should be in the appropriate context. The number of hours of practice required is not specified.

- Manage learning and development in groups (Level 4)

Observed and assessed practice

For the following nine (9) units there is no requirement to observe and assess practice in a work environment.

- Roles, responsibilities and relationships in lifelong learning (Level 3)
- Roles, responsibilities and relationships in lifelong learning (Level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3)
- Understanding inclusive learning and teaching in lifelong learning (Level 4)
- Using inclusive learning and teaching approaches in lifelong learning (Level 3)
- Using inclusive learning and teaching approaches in lifelong learning (Level 4)

- Principles of assessment in lifelong learning (Level 3)
- Principles of assessment in lifelong learning (Level 4)
- Understanding the principles and practices of assessment (Level 3)

Candidates should be involved in at least one hour of microteaching. Each candidate must deliver at least one 15 minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates.

The following unit assesses occupational competence and requires candidates to be assessed in a work environment. Practice assessed should be in the appropriate context – either with individual learners or groups of learners.

- Manage learning and development in groups (Level 4)

There are additional requirements for those who assess this unit. They must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess candidate performance using a range of methods, or
 - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and learning and development.

Rules of Combination

To be awarded this qualification the learner must achieve a minimum of 12 credits.

- 3 credits from Group A
- 6 credits from Group B or Group C

(If Group B then 3 credits from B1 and 3 credits from B2)

- 3 credits from Group D

Learners must achieve a minimum of 9 credits at Level 4 to achieve the Level 4 qualification.

Level 4 Award In Preparing to Teach In The Lifelong Learning Sector			
Total credit value of qualification: 12 credits			
Credit value at Level 4	Minimum 9 credits		
Credit value of mandatory units	There are no mandatory units in this qualification		
Credit value of optional units	12 credits		
Unit title	Level	Credit Value	GLH
Group A			
<i>Three (3) credits must be achieved from this group</i>			
Roles, responsibilities and relationships in lifelong learning	3	3	12
Roles and responsibilities and relationships in lifelong learning	4	3	12
Group B			
<i>Six (6) credits must be achieved from Group B or Group C</i>			
<i>3 credits from sub group B1 and 3 credits from sub group B2</i>			
Sub group B1			
Understanding inclusive learning and teaching in lifelong learning	3	3	12
Understanding inclusive learning and teaching in lifelong learning	4	3	12
Sub group B2			
Using inclusive learning and teaching approaches in lifelong learning	3	3	12
Using inclusive learning and teaching approaches in lifelong learning	4	3	12

Group C			
<i>Six (6) credits must be achieved from Group B or Group C</i>			
Manage learning and development in groups	4	6	30

Group D			
<i>Three (3) credits must be achieved from this group</i>			
Principles of assessment in lifelong learning	3	3	12
Principles of assessment in lifelong learning	4	3	12
Understanding the principles and practices of assessment	3	3	24

Section 4

Units of Assessment

- Facilitate learning and development for individuals** Level 3
- Facilitate learning and development in groups** Level 3
- Manage learning and development in groups** Level 4
- Principles of assessment in lifelong learning** Level 3
- Principles of assessment in lifelong learning** Level 4
- Roles and responsibilities in lifelong learning** Level 3
- Roles and responsibilities in lifelong learning** Level 4
- Understanding inclusive learning and teaching in lifelong learning** Level 3
- Understanding inclusive learning and teaching in lifelong learning** Level 4
- Understanding the principles and practices of assessment** Level 3
- Using inclusive learning and teaching approaches in lifelong learning** Level 3
- Using inclusive learning and teaching approaches in lifelong learning** Level 4

UNIT TITLE	Facilitate learning and development for individuals	
CREDIT LEVEL	3	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand principles and practices of one to one learning and development	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
2. Be able to facilitate one to one learning and development	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
3. Be able to assist individual learners in applying new knowledge and skills in practical contexts	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
4. Be able to assist individual learners in reflecting on their learning and/or development	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

Additional Information about the unit	
Purpose and aim(s) of the unit	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.
Unit available from	July 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards Standard 7: Facilitate individuals' learning and development.
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these outcomes
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	25

UNIT TITLE	Facilitate learning and development in groups	
CREDIT LEVEL	3	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand principles and practices of learning and development in groups	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
2. Be able to facilitate learning and development in groups	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
3. Be able to assist groups to apply new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply new knowledge and skills in practical contexts
	3.2	Provide group feedback to improve the application of learning
4. Be able to assist learners to reflect on their learning and development undertaken in groups	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

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess a 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. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	July 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups.
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	25

UNIT TITLE	Manage learning and development in groups	
CREDIT LEVEL	4	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the principles and practices of managing learning and development in groups	1.1	Analyse the characteristics of group environments that foster learning and development
	1.2	Evaluate strategies to manage group behaviour and dynamics
	1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups
	1.4	Analyse ways to involve learners in the management of their own learning and development in groups
	1.5	Analyse risks to be considered when managing learning and development in groups
	1.6	Explain how to manage barriers to individual learning in groups
2. Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members
	2.2	Use motivational methods to engage the group and its individual members in the learning and development process
	2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes
	2.4	Manage the risks associated with group learning and development
3. Be able to apply methodologies to manage learning and development in groups	3.1	Involve learners in agreeing group learning objectives
	3.2	Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group
	3.3	Manage group learning strategies and delivery methods to reflect changing requirements
	3.4	Provide individual advice to learners to assist their decision-making about future learning needs
4. Be able to manage learning and development in groups to comply with legal and organisational requirements	4.1	Support learners' rights in relation to equality, diversity and inclusion
	4.2	Minimise risks to safety, health, wellbeing and security of learners
	4.3	Manage confidentiality in relation to learners and the organisation

	4.4	Maintain learning and development records in accordance with organisational procedures
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Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess a learning and development practitioner's management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process
Unit available from	July 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups.
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for the learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

UNIT TITLE	Principles of assessment in lifelong learning	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand types and methods of assessment used in lifelong learning	1.1	Explain types of assessment used in lifelong learning
	1.2	Explain the use of methods of assessment in lifelong learning
	1.3	Compare the strengths and limitations of assessment methods to meet individual learner needs
2. Understand ways to involve learners in the assessment process	2.1	Explain ways to involve the learner in the assessment process
	2.2	Explain the role of peer and self-assessment in the assessment process
3. Understand requirements for keeping records of assessment in lifelong learning	3.1	Explain the need to keep records of assessment of learning.
	3.2	Summarise the requirements for keeping records of assessment in an organisation

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in lifelong learning and the relationship between different professionals in lifelong learning. It includes responsibility for maintaining a safe and supportive learning environment for learners.
Unit available from	1 st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	Principles of assessment in lifelong learning	
CREDIT LEVEL	4	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand how types and methods of assessment are used in lifelong learning	1.1	Analyse how types of assessment are used in lifelong learning
	1.2	Analyse how assessment methods are used in lifelong learning
	1.3	Evaluate strengths and limitations of assessment methods to meet individual learner needs
2. Understand how to involve learners in the assessment process	2.1	Evaluate how to involve the learner in the assessment process
	2.2	Analyse the role of peer and self-assessment in the assessment process
3. Understand requirements for keeping records of assessment in lifelong learning	3.1	Explain the need to keep records of assessment of learning
	3.2	Summarise the requirements for keeping records of assessment in an organisation

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand types and methods of assessment used in lifelong learning, ways to involve learners in the assessment process and the requirement to keep assessment records.
Unit available from	1 st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	Roles, responsibilities and relationships in lifelong learning	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand own role and responsibilities in lifelong learning	1.1	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
	1.2	Explain own responsibilities for promoting equality and valuing diversity
	1.3	Explain own role and responsibilities in lifelong learning
	1.4	Explain own role and responsibilities in identifying and meeting the needs of learners
2. Understand the relationships between teachers and other professionals in lifelong learning	2.1	Explain the boundaries between the teaching role and other professional roles
	2.2	Describe points of referral to meet the needs of learners
	2.3	Summarise own responsibilities in relation to other professionals
3. Understand own responsibility for maintaining a safe and supportive learning environment	3.1	Explain own responsibilities in maintaining a safe and supportive learning environment
	3.2	Explain ways to promote appropriate behaviour and respect for others

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in lifelong learning and the relationship between different professionals in lifelong learning. It includes responsibility for maintaining a safe and supportive learning environment for learners.
Unit available from	1 st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	Roles, responsibilities and relationships in lifelong learning	
CREDIT LEVEL	4	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand own role and responsibilities in lifelong learning	1.1	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
	1.2	Analyse own responsibilities for promoting equality and valuing diversity
	1.3	Evaluate own role and responsibilities in lifelong learning
	1.4	Review own role and responsibilities in identifying and meeting the needs of learners
2. Understand the relationships between teachers and other professionals in lifelong learning	2.1	Analyse the boundaries between the teaching role and other professional roles
	2.2	Review points of referral to meet the needs of learners
	2.3	Evaluate own responsibilities in relation to other professionals
3. Understand own responsibility for maintaining a safe and supportive learning environment	3.1	Explain how to establish and maintain a safe and supportive learning environment
	3.2	Explain how to promote appropriate behaviour and respect for others

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in lifelong learning and the relationship between different professionals in lifelong learning. It includes responsibility for maintaining a safe and supportive learning environment for learners.
Unit available from	April 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	LSIS
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	LSIS
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	Understanding inclusive learning and teaching in lifelong learning	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand learning and teaching strategies in lifelong learning	1.1	Summarise learning and teaching strategies used in own specialism
	1.2	Explain how approaches to learning and teaching in own specialism meet the needs of learners
	1.3	Describe aspects of inclusive learning
2. Understand how to create inclusive learning and teaching in lifelong learning	2.1	Explain how to select inclusive learning and teaching techniques
	2.2	Explain how to select resources that meet the needs of learners
	2.3	Explain how to create assessment opportunities that meet the needs of learners
	2.4	Explain how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
3. Understand ways to create a motivating learning environment	3.1	Explain ways to engage and motivate learners in an inclusive learning environment
	3.2	Summarise ways to establish ground rules with learners to promote respect for others
	3.3	Explain ways to give constructive feedback that motivates learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand teaching and learning strategies and approaches in lifelong learning, and how to use these to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners.
Unit available from	1 st April 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	Understanding inclusive learning and teaching in lifelong learning	
CREDIT LEVEL	4	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand learning and teaching strategies in lifelong learning	1.1	Analyse learning and teaching strategies used in own specialism
	1.2	Evaluate the effectiveness of approaches to learning and teaching in own specialist area in meeting needs of learners
	1.3	Evaluate aspects of inclusive learning
2. Understand how to create inclusive learning and teaching in lifelong learning	2.1	Analyse inclusive approaches to learning and teaching
	2.2	Analyse how to select resources to meet the needs of learners
	2.3	Explain how to create assessment opportunities that meet the needs of learners
	2.4	Review how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
3. Understand how to create a motivating learning environment	3.1	Explain how to engage and motivate learners in an inclusive learning environment
	3.2	Explain how to establish ground rules with learners to promote respect for others
	3.3	Review ways to give constructive feedback to motivate learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand teaching and learning strategies and approaches in lifelong learning, and how to use these to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners.
Unit available from	1 st April 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	none
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	Understanding the principles and practices of assessment	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the principles and requirements of assessment	1.1	Explain the functions 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
2. Understand different types of assessment method.	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment.	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
4. Understand how to involve learners and others in assessment.	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
5. Understand how to make assessment decisions.	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

		<p>decisions are:</p> <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
6. Understand quality assurance of the assessment process.	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
7. Understand how to manage information relating to assessment	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
8. Understand the legal and good practice requirements in relation to assessment.	8.1	Explain 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

Additional Information about the unit	
Purpose and aim(s) of the unit	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.
Unit available from	1 st April 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development NOS Standard 9: Assess learner achievement
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	24

UNIT TITLE	Using inclusive learning and teaching approaches in lifelong learning	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to plan inclusive learning and teaching sessions	1.1	Plan a session for learning and teaching that meets the needs of learners
	1.2	Justify the selection of approaches to meet the needs of learners
	1.3	Plan assessment methods to meet the needs of learners
2. Be able to deliver inclusive learning and teaching sessions	2.1	Apply learning and teaching approaches to meet the needs of learners
	2.2	Use resources to meet the needs of learners
	2.3	Communicate with learners to meet their needs and aid their understanding
	2.4	Provide constructive feedback to learners
3. Be able to evaluate own practice in delivering inclusive learning and teaching	3.1	Reflect on own approaches to delivering inclusive learning and teaching
	3.2	Identify areas for improvement in own practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.
Unit available from	1 st April 2011
Unit review date	31st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes need to be assessed through the delivery of a micro-teaching session or equivalent practice.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	none
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

UNIT TITLE	Using inclusive learning and teaching approaches in lifelong learning	
CREDIT LEVEL	4	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to plan inclusive learning and teaching sessions	1.1	Plan a session for learning and teaching that meets the needs of learners
	1.2	Justify the selection of approaches to meet the needs of learners
2. Be able to deliver inclusive learning and teaching sessions	2.1	Demonstrate inclusive learning and teaching approaches to engage and motivate learners.
	2.2	Demonstrate the use of appropriate resources to support inclusive learning and teaching
	2.3	Use assessment methods to support learning and teaching
	2.4	Communicate with learners to meet their needs and aid their understanding
	2.5	Provide constructive feedback to learners
3. Be able to evaluate own practice in delivering inclusive learning and teaching	3.1	Review own approaches to delivering inclusive learning and teaching
	3.2	Analyse how own inclusive learning and teaching practice can be improved to meet the needs of learners

Additional Information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.
Unit available from	1 st April 2011
Unit review date	31 st December 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teacher, tutors and trainers in the lifelong learning sector
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes need to be assessed through the delivery of a micro-teaching session or equivalent practice.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	none
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12