Qualification Guidance

For awarding organisations, awarding bodies and higher education institutions

Qualifications for teaching in the FE sector in England
All open optional units of assessment

September 2011

Version 1.1

LSIS
LEARNING
AND SKILLS
IMPROVEMENT
SERVICE

Qualification Guidance from the Learning and Skills Improvement Service **September 2011**

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Section 2

Units of assessment

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable the learner to investigate an area of interest related to the teaching of their own subject specialist area. It includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current relevant literature and evaluating other subject specialists. It also involves engaging with peers, evaluating strengths and areas for development in own practice, and presenting findings clearly and objectively.
Unit available from	30th September 2011
Unit review date	31st Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	50

UNIT TITLE	Action learning for teaching in a specialist area of disability	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the impact of a specific impairment on teaching and learning	1.1	Review current literature around a specific impairment
	1.2	Explain ways of adjusting practice for learners with a specific impairment
	1.3	Evaluate specific support within an organisation for learners with a specific impairment
2. Understand how to investigate effective practice in a specialist area of disability	2.1	Analyse ways to include disabled learners in an investigation
	2.2	Explain ethical considerations when involving disabled learners
	2.3	Evaluate a range of action learning research methods
3. Be able to investigate practice in a specialist area of disability	3.1	Develop a focus for investigation
	3.2	Design and implement an action plan to support the investigation
	3.3	Evaluate the practice of other teachers in your area of interest
	3.4	Report the findings of the investigation
4. Be able to apply learning from an investigation of practice to own professional practice	4.1	Analyse ways in which findings from an investigation can be used to develop own professional practice
	4.2	Evaluate own strengths and areas for improvement in a specific area of professional practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to understand and investigate a specific impairment and its impact on learning and teaching. Learners will investigate practice in an area of disability and apply this learning to their own practice.
Unit available from	1st October 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: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) • Application of the professional standards for teaching disabled learners
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	40

UNIT TITLE	Action research	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the purpose and nature of action research	1.1	Explain the purpose of action research
	1.2	Analyse key features of the action research process
	1.3	Analyse the implications of a model of action research
2. Be able to initiate action research	2.1	Justify own choice of an area of practice for action research
	2.2	Plan a clear intervention strategy
	2.3	Justify the choice and timescales of an intervention strategy
	2.4	Explain how ethical and political considerations and issues of confidentiality will be observed in practice
	2.5	Implement a clear intervention strategy
3. Understand ways of carrying out action research	3.1	Evaluate methods for action research
	3.2	Evaluate methods of collecting qualitative and quantitative data
	3.3	Review ways in which collected data may be analysed
4. Be able to carry out action research	4.1	Draw on selected literature relating to an area of practice for action research
	4.2	Justify own choice of methods selected for action research
	4.3	Collect data relating to an area of practice for action research
	4.4	Analyse data collected from action research
	4.5	Present data collected from action research
	4.6	Draw conclusions based on findings from action research
5. Be able to present the outcomes of action research	5.1	Report own findings and conclusions from action research
	5.2	Justify own recommendations for action to be taken based on conclusions from action research
6. Be able to evaluate own practice in relation to action	6.1	Analyse the effectiveness of own practice in relation to action research

| research | 6.2 | Identify own strengths and areas for improvement in relation to action research |
| | 6.3 | Plan opportunities to improve own skills in action research |

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research
Unit available from	30th September 2011
Unit review date	31st Dec 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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)*
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	50

UNIT TITLE	Assess occupational competence in the work environment
CREDIT LEVEL	3
CREDIT VALUE	6
Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Be able to plan the assessment of occupational competence	1.1 Plan assessment of occupational competence based on the following methods: • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning
	1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner
	1.3 Plan the assessment of occupational competence to address learner needs and current achievements
	1.4 Identify opportunities for holistic assessment
2. Be able to make assessment decisions about occupational competence	2.1 Use valid, fair and reliable assessment methods including: • observation of performance • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning
	2.2 Make assessment decisions of occupational competence against specified criteria
	2.3 Follow standardisation procedures
	2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
3. Be able to provide required information following the	3.1 Maintain records of the assessment of occupational competence, its outcomes and

assessment of occupational competence		learner progress
	3.2	Make assessment information available to authorised colleagues
	3.3	Follow procedures to maintain the confidentiality of assessment information
4. Be able to maintain legal and good practice requirements when assessing occupational competence	4.1	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
	4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
	4.3	Evaluate own work in carrying out assessments of occupational competence
	4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

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 performance in carrying out assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment methods: • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements recognising prior learning 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.
Unit available from	30 April 2010
Unit review date	31 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: National Occupational Standards for Learning and Development Standard 9: Assess learner achievement.
Guidance for developing assessment arrangements for the unit (if appropriate)	None
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be **performance evidence** for the following assessment methods: • observation of performance in the work environment • examining products of work • questioning the learner • Simulations are not allowed. Other forms of evidence will be acceptable for the remaining assessment methods: • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning
Support for the unit by a sector or	Learning and Skills Improvement Service

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	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

UNIT TITLE	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes
CREDIT LEVEL	**3**
CREDIT VALUE	**6**
Learning Outcomes	**Assessment Criteria**
The learner will	*The learner can*
1. Understand and demonstrate how to work with models of recognition and accreditation of prior learning	1.1 Describe models of recognition to learners, assessors and other relevant stakeholders
	1.2 Recognise and assess prior learning in accordance with key principles and practice of assessment
	1.3 Describe procedures for providing professional guidance for learners, assessors and other relevant stakeholders
2. Provide guidance to learners on recognition and accreditation of prior learning (APL) when selecting their target qualifications	2.1 Provide guidance for learners in choosing target qualifications that include their prior learning
	2.2 Describe evidence required to meet the relevant learning outcomes, assessment criteria and verification requirements for the learners' target units
3. Understand and demonstrate how to ensure appropriate guidance and reliable and valid assessment for learners following the APL route	3.1 Support learners to recognise prior learning and achievement whilst considering professional ethics and any particular assessment requirements
	3.2 Support learners with different needs to collect, organise and present theoretical and performance evidence to meet the requirements of the target units
4. Understand and demonstrate how to provide effective formative guidance for learners	4.1 Explain the importance of guidance that ensures learners have ownership of the process of recognition and, where appropriate, accreditation, as an entitlement or right
	4.2 Implement a programme of professional guidance for learners, maintaining records for assessment and verification purposes
5. Understand and demonstrate how to work with the assessment team to lead guidance and assessment for learners	5.1 Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance

6.	Assess and feedback on evidence presented by learners	6.1	Consistently judge the reliability, validity, authenticity, currency, relevance and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target unit(s)
		6.2	Provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target unit(s) identifying the additional evidence required
7.	Understand and demonstrate how to promote understanding of recognition and prior learning with external stakeholders	7.1	Describe how external stakeholders can support the professional skills and competencies of those involved in providing guidance on recognition and accreditation of prior learning
		7.2	Explain the relevant processes, procedures and criteria that ensure recognition is accepted as equivalent to other forms of assessment by relevant external stakeholders
8.	Demonstrate how to engage in reflective learning with learners and other members of the assessment team to evaluate and improve practice	8.1	Reflect on own, learner and the assessment team experiences of applying the recognition process
		8.2	Identify improvements to practice based on reflective learning

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of the unit is to understand and demonstrate how to provide guidance for, promote and undertake practice related to recognition and accreditation of prior learning
Unit available from	30 September 2011
Unit review date	31 Dec 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: *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)*
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
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

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UNIT TITLE	The coaching and mentoring roles	
CREDIT LEVEL	3	
CREDIT VALUE	6	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the role and responsibilities of the coach and the mentor	1.1	Identify the roles and responsibilities of the coach and the mentor
	1.2	Define the differences between the roles of the coach and the mentor
	1.3	Describe the skills required in a coach and a mentor
	1.4	Identify legislative requirements that impact on the coaching and mentoring process
	1.5	Explain organisational policies and procedures to be followed in coaching and mentoring
2. Understand techniques for a coaching and mentoring relationship	2.1	Describe techniques for coaching and mentoring that meet learner needs
	2.2	Describe techniques that can be used to create an environment for coaching and mentoring
	2.3	Explain the importance of communication techniques in the coaching and mentoring relationship
	2.4	Explain the need for confidentiality in maintaining the coaching and mentoring relationship
	2.5	Identify resources required for coaching and mentoring roles
3. Understand the stages of progression through a coaching and mentoring relationship	3.1	Explain the need for a code of conduct and ground rules when setting boundaries for coaching and mentoring relationships
	3.2	Identify problems and solutions that may arise in coaching and mentoring
	3.3	Explain how rapport can overcome barriers in coaching and mentoring sessions
	3.4	Explain ways to clarify misunderstandings in order to progress the coaching and mentoring relationship
	3.5	Describe ways to complete the coaching and mentoring relationship in a positive way
4. Be able to create an environment in which	4.1	Plan activities for coaching and mentoring sessions

coaching and mentoring can take place	4.2	Demonstrate coaching and mentoring techniques through a working relationship with individuals
	4.3	Demonstrate communication techniques that develop the coaching and mentoring relationship
	4.4	Support individuals through coaching and mentoring by providing constructive feedback
	4.5	Review progress with the coachee's and mentees to clarify their own goals and facilitate their achievement
5. Understand how to review the learner's progress and achievements	5.1	Explain the importance of record keeping in reviewing learner progress through coaching and mentoring
	5.2	Describe reviewing strategies for motivating learners to achieve their goals
	5.3	Explain alternative support which can be provided to the learner when referral is appropriate
	5.4	Identify the support available to the coach and mentor
	5.5	Use reflective practice and feedback from others to review own role and identify areas for development.

Additional Information about the unit	
Purpose and aim(s) of the unit	Provide the learner with an understanding of the role and responsibilities of the mentor and the coach, including the values, attitudes, beliefs and skills as required by a coach and mentor. The learner will also understand the legislative and institutional frameworks within which the learner works, and its impact on the coaching and mentoring process. The learner will apply key techniques, such as creating an effective learning environment and have an overall understanding of the coaching and mentoring relationship from beginning to closure, including strategies for motivating and achieving goals. In addition the learner will be able to evaluate effectiveness of own practice, use feedback from others and identify areas for development.
Unit available from	30 September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
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	30

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UNIT TITLE	The coaching and mentoring roles	
CREDIT LEVEL	4	
CREDIT VALUE	6	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the role and responsibilities of the coach and the mentor	1.1	Compare the roles and responsibilities of the coach and the mentor
	1.2	Discuss the differences between the roles of the coach and the mentor
	1.3	Analyse the values, attitudes, beliefs and skills required in a coach and a mentor
	1.4	Review the impact of relevant legislative requirements on the coaching and mentoring process
	1.5	Review the impact on the coaching and mentoring process of organisational policies and procedures
2. Understand techniques for a coaching and mentoring relationship	2.1	Compare techniques for coaching and mentoring that meet learner needs in your area of responsibility
	2.2	Discuss ways in which techniques can be used to create an environment in which effective coaching and mentoring can take place
	2.3	Evaluate the importance of communication techniques in the coaching and mentoring relationship
	2.4	Examine the importance of confidentiality in maintaining coaching and mentoring relationships
	2.5	Evaluate resources required for coaching and mentoring roles
3. Understand the stages of progression through a coaching and mentoring relationship	3.1	Analyse the importance of a code of conduct and ground rules when setting boundaries for coaching and mentoring relationships
	3.2	Discuss problems and solutions that may arise in coaching and mentoring in your area of responsibility
	3.3	Analyse how potential barriers may be overcome through building a rapport with individuals in coaching and mentoring sessions in your area

	3.4	Review strategies which can be used to clarify situations and overcome misunderstandings in order to progress the coaching and mentoring relationship
	3.5	Discuss strategies for positive completion of the coaching and mentoring relationship
4. Be able to create an environment in which coaching and mentoring can take place	4.1	Plan activities for coaching and mentoring sessions based on identified goals
	4.2	Demonstrate coaching and mentoring techniques in order to maintain an effective working relationship with individuals
	4.3	Demonstrate communication techniques that develop the coaching and mentoring relationship
	4.4	Support individuals through coaching and mentoring by providing constructive feedback
	4.5	Review progress with the coachee's and mentees which places responsibility on the learner to clarify their own goals and facilitate their achievement
5. Understand how to review the learner's progress and achievements	5.1	Discuss the importance of record keeping in reviewing learner progress through coaching and mentoring
	5.2	Review circumstances appropriate for the coach and mentor to access the support available
	5.3	Justify alternative support which can be provided to the learner when referral is appropriate
	5.4	Review strategies for motivating learners to manage their expectations in order to achieve their goals
	5.5	Use reflective practice and feedback from others to evaluate own role in order to identify areas for development.

Additional Information about the unit	
Purpose and aim(s) of the unit	Provide the learner with an understanding of the role and responsibilities of the mentor and the coach, including the values, attitudes, beliefs and skills as required by a coach and mentor. The learner will also understand the legislative and institutional frameworks within which the learner works, and its impact on the coaching and mentoring process. The learner will apply key techniques, such as creating an effective learning environment and have an overall understanding of the coaching and mentoring relationship from beginning to closure, including strategies for motivating and achieving goals. In addition the learner will be able to evaluate effectiveness of own practice, use feedback from others and identify areas for development.
Unit available from	September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
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

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UNIT TITLE	Develop learning and development programmes	
CREDIT LEVEL	4	
CREDIT VALUE	6	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the principles underpinning the development of learning and development programmes	1.1	Explain the objectives of learning and development programmes
	1.2	Evaluate the factors of learning and development programmes that impact on: • development • delivery • assessment and accreditation
	1.3	Explain the importance of learner involvement when developing learning and development programmes
	1.4	Evaluate the risks that need to be managed when developing learning and development programmes
	1.5	Compare methodologies to monitor and evaluate learning and development programmes
2. Be able to develop learning and development programmes	2.1	Identify the learning outcomes required for learning and development programmes
	2.2	Develop a plan for a learning and development programme
	2.3	Plan the assessment approaches to meet the learning outcomes of learning and development programmes
	2.4	Produce resources for learning and development programmes
3. Be able to review learning and development programmes	3.1	Evaluate the learning outcomes of a learning and development programme
	3.2	Evaluate the delivery and assessment of a learning and development programme
	3.3	Identify areas for improvement for learning and development programmes

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 competence in developing learning and development programmes. It does not include the detailed preparation or implementation of the programme. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	January 2011
Unit review date	31 Dec 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	National Occupational Standards for Learning and Development
Guidance for developing assessment arrangements for the unit (if appropriate)	None
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed for this learning outcome
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 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	30

UNIT TITLE	Developing, using and organising resources within the lifelong learning sector	
CREDIT LEVEL	**4**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the purpose and use of resources	1.1	Explain the purpose of resources in learning and teaching
	1.2	Review the effectiveness of specific resources in meeting individual learning needs in learning and teaching contexts
2. Be able to develop and use inclusive resources	2.1	Review sources which inform resource development
	2.2	Explain ways in which resources can be adapted to enable an inclusive approach
	2.3	Design resources, including resources which involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area
	2.4	Justify the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area
	2.5	Employ resources to engage and meet the individual needs of learners in own specialist area
3. Understand how to organise and enable access to resources	4.1	Explain ways in which resources can be classified and stored
	4.2	Identify ways of sharing resources with other learning professionals
5. Understand legal requirements and responsibilities relating to the development and use of resources	5.1	Summarise legal requirements and responsibilities relating to the development and use of resources
	5.2	Review the implications of intellectual property rights and copyright for the development and use of resources
6. Understand how to evaluate own practice in relation to development and use of resources	6.1	Review the effectiveness of own practice in relation to development and use of resources
	6.2	Identify own strengths and areas for improvement in relation to development and use of resources
	6.3	Plan opportunities to improve own skills in development and use of resources

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to develop, use and organise resources within the lifelong learning sector. It includes the purpose, development and use of resources and how to organise them and enable access to others. It also includes understanding legal requirements and responsibilities relating to resources and evaluating own practice in their development and use.
Unit available from	30 September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	50

UNIT TITLE	Developing, using and organising resources within the lifelong learning sector	
CREDIT LEVEL	5	
CREDIT VALUE	15	
Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
1. Understand the purpose and use of resources	1.1	Explain the purpose of resources in learning and teaching
	1.2	Evaluate the effectiveness of specific resources in meeting individual learning needs in learning and teaching contexts
2. Be able to develop and use inclusive resources	2.1	Analyse principles of resource design
	2.2	Evaluate sources which inform resource development
	2.3	Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development
	2.4	Analyse ways in which resources can be adapted to enable an inclusive approach
	2.5	Design resources, including resources which involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area
	2.6	Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area
	2.7	Employ resources to engage and meet the individual needs of learners in own specialist area
3. Understand how to organise and enable access to resources	4.1	Explain ways in which resources can be classified and stored
	4.2	Review ways of sharing resources with other learning professionals
5. Understand legal requirements and responsibilities relating to the development and use of resources	5.1	Review legal requirements and responsibilities relating to the development and use of resources
	5.2	Analyse the implications of intellectual property rights and copyright for the development and use of resources
6. Understand how to evaluate own practice in relation to development and use of	6.1	Analyse the effectiveness of own practice in relation to development and use of resources

resources	6.2	Identify own strengths and areas for improvement in relation to development and use of resources
	6.3	Plan opportunities to improve own skills in development and use of resources

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to develop, use and organise resources within the lifelong learning sector. It includes the purpose, development and use of resources and how to organise them and enable access to others. It also includes understanding legal requirements and responsibilities relating to resources and evaluating own practice in their development and use.
Unit available from	30th September 2011
Unit review date	31st Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	50

UNIT TITLE	Effective partnership working in the learning and teaching context		
CREDIT LEVEL	4		
CREDIT VALUE	15		
Learning Outcomes	**Assessment Criteria**		
The learner will	*The learner can*		
1. Understand the purpose and nature of partnership working	1.1	Explain reasons for partnership working	
	1.2	Review opportunities and challenges of working within a partnership	
	1.3	Review models of partnerships	
	1.4	Explain ways of sustaining partnerships and their outputs	
	1.5	Explain the need for ground rules and terms of reference in partnership working	
	1.6	Justify the need for realistic timescales and deadlines in effective partnership working	
2. Understand the purpose, aims and objectives of a partnership	2.1	Explain the purpose of a specific partnership	
	2.2	Identify the aims and objectives of a specific partnership	
3. Understand the structure and management of a partnership	3.1	Review individual roles and responsibilities within a specific partnership	
	3.2	Summarise the potential contribution of stakeholders to a specific partnership	
	3.3	Identify boundaries of individual roles and ownership issues within a specific partnership	
	3.4	Review resource implications for a specific partnership and its individual members	
	3.5	Review how a specific partnership is managed identifying potential management issues	
4. Understand how to measure and report on a partnership's outputs	4.1	Summarise performance indicators used to measure the effectiveness of a specific partnership	
	4.2	Review the effectiveness of a specific partnership's outputs drawing on valid and reliable data	
	4.3	Summarise methods of presenting partnership outputs to interested parties	
5. Understand how to communicate effectively within a partnership	5.1	Summarise methods for effective communication between partners	
	5.2	Review the communication strategy of a specific partnership	

	5.3	Review own communication methods and skills as a partnership member
6. Understand the wider context within which a partnership operates	6.1	Explain the potential impact of other stakeholders and agencies relating to a specific partnership
	6.2	Summarise the impact of key government policies and initiatives on a specific partnership
	6.3	Review ways for a partnership to establish and maintain communities of practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to understand effective partnership working in the learning and teaching context. It includes understanding the purpose and nature of partnership working and the purpose, aims, objectives, structure and management of a specific partnership. It also involves communicating effectively within a partnership and understanding the wider context within which a partnership operates.
Unit available from	30 September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	50

UNIT TITLE	Effective partnership working in the learning and teaching context	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the purpose and nature of partnership working	1.1	Summarise reasons for partnership working
	1.2	Analyse opportunities and challenges of working within a partnership
	1.3	Evaluate models of partnerships
	1.4	Analyse ways of sustaining partnerships and their outputs
	1.5	Justify the need for ground rules and terms of reference in partnership working
	1.6	Evaluate the need for realistic timescales and deadlines in effective partnership working
2. Understand the purpose, aims and objectives of a partnership	2.1	Analyse the purpose of a specific partnership
	2.2	Review the aims and objectives of a specific partnership
3. Understand the structure and management of a partnership	3.1	Analyse individual roles and responsibilities within a specific partnership
	3.2	Evaluate the potential contribution of stakeholders to a specific partnership
	3.3	Review boundaries of individual roles and ownership issues within a specific partnership
	3.4	Analyse resource implications for a specific partnership and its individual members
	3.5	Evaluate how a specific partnership is managed identifying potential management issues
4. Understand how to measure and report on a partnership's outputs	4.1	Analyse performance indicators used to measure the effectiveness of a specific partnership
	4.2	Evaluate the effectiveness of a specific partnership's outputs drawing on valid and reliable data
	4.3	Analyse methods of presenting partnership outputs to interested parties
5. Understand how to communicate effectively within	5.1	Analyse methods for effective communication between partners

a partnership	5.2	Evaluate the communication strategy of a specific partnership
	5.3	Evaluate own communication methods and skills as a partnership member
6. Understand the wider context within which a partnership operates	6.1	Evaluate the potential impact of other stakeholders and agencies relating to a specific partnership
	6.2	Evaluate the impact of key government policies and initiatives on a specific partnership
	6.3	Analyse ways for a partnership to establish and maintain communities of practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to understand effective partnership working in the learning and teaching context and the purpose and nature of partnership working It also involves communicating effectively within a partnership and understanding the wider context within which a partnership operates.
Unit available from	30th September 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	50

UNIT TITLE	Engage learners in the learning and development process	
CREDIT LEVEL	**3**	
CREDIT VALUE	**6**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand principles and purpose of engaging learners in learning and development	1.1	Explain principles of learner engagement in the learning and development process
	1.2	Evaluate the processes and activities used to engage learners in learning and development
	1.3	Explain information and advice learner needs for learning and development
	1.4	Analyse learner motivation for learning and development
	1.5	Analyse ways to overcome barriers to learning and development faced by learners
	1.6	Explain methods of engaging learners in their own progress review of learning
2. Understand the role of mentoring in facilitating learning	2.1	Explain how mentoring can engage and motivate learners
	2.2	Summarise the role and characteristics of a mentor
	2.3	Analyse mentoring relationships that engage and motivate learners
3. Be able to assist and engage the learner in the learning and development process	3.1	Demonstrate working relationships with learners to motivate learning
	3.2	Provide assistance to learners to encourage them to take responsibility for their own learning and development
	3.3	Provide learners with the information and advice to engage in learning and development that meets their needs
4. Be able to assist learners in reviewing their own progress	4.1	Establish opportunities to review progress with learners
	4.2	Provide learners with constructive feedback on their learning and development
	4.3	Enable learners to give feedback on their learning experience
	4.4	Analyse progress and achievement with learners

	4.5	Assist learners in adapting learning and development plans to reflect future learning 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 competence in assisting learners to become engaged and involved in their own learning and development process. It includes knowledge and understanding of the role of mentoring, but does not include the development of specific mentoring skills. Although it implies assistance and support for the learner, the unit is not about learning support. This also includes working with the learner to review their progress. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	30 January 2011
Unit review date	31 Dec 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: National Occupational Standards for Learning and Development Standard 8: Engage and support learners in their learning and development.
Guidance for developing assessment arrangements for the unit (if appropriate)	None
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning 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 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	30

UNIT TITLE	Engage with employers to develop and support learning provision	
CREDIT LEVEL	3	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
1. Understand information relating to employers developing provision for learners	1.1	Analyse information sources about individual employers and employment sectors, locally and nationally
	1.2	Summarise learning provision available to an employer
	1.3	Summarise legal requirements that apply to employers developing and supporting provision for learners
2. Understand how to engage with employers for the benefit of learners	2.1	Explain how to prepare for first contact with employers to discuss learning provision
	2.2	Assess employers' level of interest in providing learning opportunities for learners
	2.3	Evaluate strategies that help employers overcome concerns about offering learning opportunities
	2.4	Explain why employers might need support to provide learning for learners
	2.5	Explain the importance of clear channels of communication with employers as delivery partners
3. Be able to engage with employers for the benefit of learners	3.1	Provide employers with clear information and advice about learning requirements for learners
	3.2	Provide advice and assistance to employers delivering learning opportunities
	3.3	Establish channels of communication for feedback from employers on the progress of learners
4. Be able to evaluate the effect of employer provision on the learner and partner organisation	4.1	Assess the impact of employer provision on learners' learning outcomes.
	4.2	Review the impact of employer provision on partner organisations

Qualification Guidance from the Learning and Skills Improvement Service **September 2011**

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 competence in working with employers to provide learning opportunities. Opportunities might include, for example: work experience placements, apprenticeship programmes, mentoring. 'Practitioner' means anyone with a learning and development responsibility as part of their role
Unit available from	31st January 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: National Occupational Standards for Engaging Employers (2010) Standard 1.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses understanding and occupational competence. Evidence for learning outcomes 3-4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning 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	13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	25

UNIT TITLE	Engage with employers to facilitate workforce development
CREDIT LEVEL	**4**
CREDIT VALUE	**6**
Learning Outcomes	**Assessment Criteria**
The learner will	*The learner can*
1. Understand the opportunities available for workforce development	1.1 Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements
	1.2 Explain what constitutes workforce development in a business context
	1.3 Explain the funding opportunities available for workforce development
2. Understand how to engage with employers to promote workforce development	2.1 Analyse information about individual employers and employment sectors, locally and nationally
	2.2 Explain how to gauge employers' level of interest in workforce development opportunities
	2.3 Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development
3. Understand how to design learning and development opportunities in the workplace	3.1 Analyse what motivates employees to undertake learning and development in the workplace
	3.2 Explain the key factors to be considered when designing learning and development solutions for employers and employees
	3.3 Critically compare learning and development programmes which already exist with newly developed opportunities
4. Understand how to facilitate learning and development opportunities in the workplace	4.1 Identify the sources of support and resources that are available from stakeholders
	4.2 Explain how employees might overcome obstacles when engaging with learning and development
	4.3 Explain how to select, support and monitor staff delivering learning and development solutions
	4.4 Evaluate the impact of workforce development opportunities on: i. employees

		ii. businesses
5. Be able to engage with employers on workforce development issues	5.1	Research information about the business needs of employers in relation to productivity and performance
	5.2	Report to employers employee development needs in a professional manner
6. Be able to work with employers to facilitate workforce development solutions	6.1	Prepare information and advice for the employer on solutions relevant to their business
	6.2	Review employer workforce development needs using methods relevant to the nature of the business and its employees
	6.3	Propose solutions that recognise the needs of the workforce
	6.4	Implement processes to develop and support the workforce within a business partnership with the employer
	6.5	Provide ongoing evaluation of workforce development for the purposes of quality improvement
	6.6	Work with the employer to measure the impact of workforce development on their business

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess a practitioner's competence in designing and delivering learning and development solutions to businesses. 'Practitioner' means anyone with a learning and development responsibility as part of their role
Unit available from	31st January 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: National Occupational Standards for Engaging Employers (2010) Standard 2.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 5-6 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning 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	13.1 Teaching and Lecturing 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

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UNIT TITLE	Equality and diversity
CREDIT LEVEL	3
CREDIT VALUE	6
Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the key features of a culture which promotes equality and values diversity	1.1 Define the meanings of equality and diversity in the UK context
	1.2 Identify the benefits of promoting equality and diversity for individual learners
	1.3 Explain the impact of forms of inequality and discrimination on individuals and communities
	1.4 Outline legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity
2. Understand the importance of promoting equality and valuing diversity in lifelong learning	2.1 Explain how the promotion of equality and diversity can protect learners from risk of harm
	2.2 Explain actions that can be taken to value individual learners
	2.3 Explain good practice in providing individual learners with information
3. Be able to promote equality and value diversity	3.1 Use communication strategies to promote equality and diversity
	3.2 Explain how own behaviour can impact on an organisation's culture in relation to equality and diversity
	3.3 Explain how working with other agencies can promote diversity
4. Understand how to help others in the promotion of equality and valuing of diversity	4.1 Describe actions by individuals which can undermine equality and diversity
	4.2 Explain ways to deal with systems and structures which do not promote equality and diversity
5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning	5.1 Identify own strengths in promoting equality and valuing diversity
	5.2 Evaluate the impact of own practice in promoting equality and valuing diversity
	5.3 Identify areas for further personal development in promoting equality and valuing diversity

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to enable learner to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice
Unit available from	30 September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	25

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to enable learner to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice
Unit available from	30 September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	25

UNIT TITLE	ESOL and the learners	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the significance of language change for ESOL learners	1.1	Explain reasons for language change in both spoken and written English
	1.2	Analyse recent changes in the use of spoken language at: • discourse level • phrase level • word level
	1.3	Analyse changes in the use of written language at: • text level • sentence level • word level
	1.4	Analyse ways in which language change can have an impact on the literacy and language development of ESOL learners
2. Understand the significance of language variety for ESOL learners	2.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	2.2	Analyse ways in which literacy and language use can vary according to context
	2.3	Analyse ways in which language variety can have an impact on the literacy and language development of ESOL learners
3. Understand the relationship between language and social processes	3.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	3.2	Analyse how language is used in the formation, maintenance and transformation of power relations
	3.3	Explain the role and impact of existing literacy and language practices on literacy and language development of ESOL learners
4. Understand factors which influence literacy and language acquisition,	4.1	Analyse personal, social and cultural factors influencing the development of written and spoken language of ESOL learners

learning and use	4.2	Analyse the impact of learning difficulties and disabilities on literacy and language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.
Unit available from	1 October 2011
Unit review date	31 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: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) • Application of the professional standards for teachers of English (Literacy and ESOL)
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	40

UNIT TITLE	ESOL theories and frameworks	
CREDIT LEVEL	5	
CREDIT VALUE	15	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand theories and principles relating to language acquisition and learning	1.1	Analyse theories of first and second language acquisition and learning
	1.2	Analyse language teaching approaches associated with theories of first and second language acquisition and learning
2. Understand theories and principles relating to literacy learning and development	2.1	Review theories of literacy learning and development
	2.2	Review literacy teaching approaches associated with theories of literacy learning and development
3. Understand how language can be described and analysed	3.1	Review ways in which language can be described
	3.2	Describe descriptive and prescriptive approaches to language analysis
	3.3	Identify significant differences between the description and conventions of English and other languages
	3.4	Analyse spoken and written language at: text and discourse level sentence and phrase level word level
	3.5	Analyse the impact of phonological features of spoken English on the communication of ESOL learners
	3.6	Use key discoursal, grammatical, lexical and phonological terms accurately
4. Understand the processes involved in the development of speaking, listening, reading and writing skills	4.1	Analyse the processes involved in speaking and listening for ESOL learners
	4.2	Analyse the processes involved in reading and writing for ESOL learners
	4.3	Explain the mutual dependence of speaking, listening, reading and writing in literacy and language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of ESOL theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for ESOL learners.
Unit available from	1st October 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: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) • Application of the professional standards for teachers of English (Literacy and ESOL)
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	40

UNIT TITLE	Evaluating learning programmes	
CREDIT LEVEL	**4**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the principles of evaluating learning programmes	1.1	Analyse the principles of evaluating learning
	1.2	Discuss how the principles can be applied to learning programmes
2. Understand and use evaluation methods	2.1	Develop a framework for the evaluation of learning programmes
	2.2	Devise objectives in order to achieve evaluation aims
	2.3	Apply and justify methods for evaluating the effectiveness of learning programmes
3. Understand how to collect and analyse data for the purpose of evaluating learning programmes	3.1	Apply relevant guidelines and legislation relevant to the collection and analysis of data
	3.2	Apply and justify methods of collecting data used to evaluate learning programmes
	3.3	Apply and justify methods of analysing data used to evaluate learning
4. Understand how evaluation results can be used to improve learning programmes	4.1	Apply techniques and methods to present an analysis of evaluation results
	4.2	Explain how evaluation results can be used to improve learning programmes, identifying factors affecting implementation
5. Understand how to evaluate the effectiveness of own practice	5.1	Review own practice in evaluating learning, reflecting on validity and reliability of data collected and the effectiveness of methods used.

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to enable learners to understand the principles of evaluating learning programmes and use evaluation methods and data to understand how these can be used to improve learning programmes
Unit available from	30 September 2011
Unit review date	31 Dec 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: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	10

UNIT TITLE	Identify the learning needs of organisations	
CREDIT LEVEL	**4**	
CREDIT VALUE	**6**	
Learning Outcomes	**Assessment Criteria**	
The learner will	The learner can	
Understand the principles and practices of learning needs analysis for organisations	1.1	Explain the principles and practice of learning needs analysis for organisations
	1.2	Analyse the factors that can influence the identification of organisational learning needs
	1.3	Explain why it is important to gain the support and commitment of relevant people
	1.4	Review the methodologies required for a learning needs analysis
Be able to conduct learning needs analysis for the organisation	2.1	Confirm the purpose and aims of learning needs analysis with relevant people
	2.2	Select the organisational learning needs analysis methodology
	2.3	Apply the organisational learning needs analysis methodology
	2.4	Analyse the learning needs of the organisation
	2.5	Review methods of communicating findings from learning needs analysis to relevant people in organisations
Be able to agree organisational learning and development plans with relevant people	3.1	Present recommendations for learning and development to relevant people
	3.2	Review and revise priorities with relevant people

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 competence in carrying out a learning or training needs analysis for an organisation. 'Organisation' in this context is taken to mean any group or team learning together as well as a whole organisation. The term 'practitioner' means anyone with a learning and development responsibility as part of their role.
Unit available from	30 January 2011
Unit review date	31 Dec 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: National Occupational Standards for Learning and Development (2010) Standard 1: Identify collective learning needs
Guidance for developing assessment arrangements for the unit (if appropriate)	None
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2-3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning 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 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	30

UNIT TITLE	Improving numeracy knowledge, understanding and practice	
CREDIT LEVEL	5	
CREDIT VALUE	15	
Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
1. Understand fundamental attributes of mathematics and numeracy	1.1	Review the historic and cultural developments of mathematics
	1.2	Analyse the language and concepts associated with number systems
	1.3	Analyse common errors and misconceptions in mathematics and possible reasons why they occur
	1.4	Analyse the techniques used in mathematics and numeracy for conceptual linkages.
	1.5	Review the nature of argument in mathematics, explaining its place in geometry the role of algebra in generalising
2. Understand the attributes of procedures within mathematics and numeracy	2.1	Analyse the activities, processes and stages within mathematical problems and investigations
	2.2	Evaluate written, mental and diagrammatic mathematical strategies, analysing the associated metalanguage
	2.3	Analyse the use, interpretation and representation of data
	2.4	Evaluate the use of measurement systems within problem solving including • definition • conversion • representation
3. Understand how learning theories and the origins and status of mathematics impact on numeracy teaching	3.1	Analyse the effect of the origins and status of mathematics knowledge on mathematics and numeracy curriculum development
	3.2	Analyse how learning and teaching theories underpin numeracy learning and teaching
4. Be able to use evaluation of practice to improve numeracy learning and teaching	4.1	Evaluate current research and information from mathematics and numeracy sources
	4.2	Evaluate learner assessment data for improvement needs
	4.3	Analyse implementation of improvement action plans within teaching teams

	4.4	Engage in training opportunities to improve own practice using a reflective CPD cycle
	4.5	Use the outputs from own investigations and the reflective cycle to improve numeracy learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to improve their numeracy knowledge, understanding and practice. Learners will consider fundamental attributes of mathematics and numeracy, the attributes of procedures within mathematics and numeracy and how the origins and status of mathematics impact on numeracy teaching. Learners will evaluate their practice to improve their numeracy teaching.
Unit available from	01 October 2011
Unit review date	31 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: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) • Application of the professional standards for teachers of Mathematics (Numeracy)
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	40

UNIT TITLE	Inclusive learning and teaching for disabled learners
CREDIT LEVEL	**5**
CREDIT VALUE	**15**

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
1. Understand specialist areas of disability and their impact on learning	1.1	Describe a range of impairments and the related support needs of disabled learners
	1.2	Analyse the impact of dual or multiple impairments on inclusive practice
	1.3	Explain how augmentative and alternative forms of communication are used by disabled learners
2. Understand how to work with others to support the needs of disabled learners	2.1	Explain the role of organisations and networks which can offer services and support to disabled people
	2.2	Explain ways to maintain relationships with parents, carers and others with an interest in the learner
	2.3	Analyse the skills needed to work collaboratively for the benefit of disabled learners
3. Be able to plan inclusive learning and teaching for disabled learners	3.1	Plan personalised programmes of learning to meet the individual learning and support needs of disabled learners
	3.2	Plan for learning opportunities in real life contexts
	3.3	Explain ways to use differentiated assessment approaches to support learning and measure achievement
	3.4	Identify ways to plan support activities with learning support practitioners
4. Be able to use inclusive learning and teaching approaches	4.1	Apply approaches, methods, activities and resources to meet the individual learning and support needs of disabled learners
	4.2	Adapt own communication to meet the individual learning needs and skills of learners
	4.3	Apply differentiated assessment approaches that involve learners
	4.4	Provide feedback to learners that is motivating and meaningful for further learning
5. Be able to evaluate and improve own practice	5.1	Reflect on ways to improve own practice drawing on feedback from others

	5.2	Engage in continuing personal and professional development opportunities to improve own practice in teaching disabled learners
	5.3	Evaluate the impact of continuing personal and professional development activities on own practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to provide inclusive learning and teaching for disabled learners. Learners will consider how to plan and deliver inclusive learning and teaching, how to work with others to promote the inclusion of disabled learners, and understand specialist areas of disability. Learners will also evaluate and improve their own practice.
Unit available from	1st October 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: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) • Application of the professional standards for teaching disabled learners
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted.
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	40

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

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to develop learners' understanding of inclusive practice. It includes factors influencing learning, and legislation relating to inclusive practice. It also includes roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and evaluating own inclusive practice.
Unit available from	30th September 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	50

UNIT TITLE	Inclusive practice	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand factors which influence learning	1.1	Analyse the impact of personal, social and cultural factors on learning
	1.2	Analyse the impact of different cognitive, physical, and sensory abilities on learning
2. Understand the impact of policy and regulatory frameworks on inclusive practice	2.1	Review policy and regulatory frameworks relating to inclusive practice
	2.2	Analyse how policy and regulatory frameworks influence organisational policies relating to inclusive practice
	2.3	Analyse how policy and regulatory frameworks influence own inclusive practice
3. Understand roles and responsibilities relating to inclusive practice	3.1	Review own role and responsibilities relating to inclusive practice
	3.2	Explain the relationship between own role and the roles of other professionals involved in inclusive practice
	3.3	Identify points of referral available to meet individual learning needs
4. Understand how to create and maintain an inclusive learning environment	4.1	Analyse key features and benefits of an inclusive learning environment
	4.2	Evaluate ways to promote equality and value diversity
	4.3	Evaluate ways to promote inclusion
	4.4	Review strategies for effective liaison between professionals involved in inclusive practice
5. Understand how to evaluate own inclusive practice	5.1	Analyse the effectiveness of own inclusive practice
	5.2	Identify own strengths and areas for improvement in relation to inclusive practice
	5.3	Plan opportunities to improve own skills in inclusive practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to develop learners' understanding of inclusive practice. It includes factors influencing learning, and legislation relating to inclusive practice. It also includes roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and evaluating own inclusive practice.
Unit available from	30th September 2011
Unit review date	31st Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	50

UNIT TITLE	Internally assure the quality of assessment	
CREDIT LEVEL	4	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
1. Be able to plan the internal quality assurance of assessment	1.1	Plan monitoring activities according to the requirements of own role
	1.2	Make arrangements for internal monitoring activities to assure quality
2. Be able to internally evaluate the quality of assessment	2.1	Carry out internal monitoring activities to quality requirements
	2.2	Evaluate assessor expertise and competence in relation to the requirements of their role
	2.3	Evaluate the planning and preparation of assessment processes
	2.4	Determine whether assessment methods are safe, fair, valid and reliable
	2.5	Determine whether assessment decisions are made using the specified criteria
	2.6	Compare assessor decisions to ensure they are consistent
3. Be able to internally maintain and improve the quality of assessment	3.1	Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment
	3.2	Apply procedures to standardise assessment practices and outcomes
4. Be able to manage information relevant to the internal quality assurance of assessment	4.1	Apply procedures for recording, storing and reporting information relating to internal quality assurance
	4.2	Follow procedures to maintain confidentiality of internal quality assurance information
5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	5.1	Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
	5.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
	5.3	Critically reflect on own practice in internally assuring the quality of assessment
	5.4	Maintain the currency of own expertise and competence in internally assuring the quality of assessment

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.
Unit available from	April 2010
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: National Occupational Standards for Learning and Development Standard 11: Internally monitor and maintain the quality of assessment.
Guidance for developing assessment arrangements for the unit (if appropriate)	None
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Evidence for all learning outcomes must come from performance in the work environment. All learning outcomes in this unit must be assessed using methods appropriate to the candidate IQA's performance. These must include: • observation of performance • examining products of work • questioning Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony. Simulations 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	13.1 Teaching and Lecturing 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	45

UNIT TITLE	The lifelong learning sector	
CREDIT LEVEL	**4**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the scope and nature of the lifelong learning sector	1.1	Review the profile of the lifelong learning sector
	1.2	Explain ways in which the lifelong learning sector differs from other sectors
2. Understand the impact of the policy context within which the lifelong learning sector operates	2.1	Summarise the context of policy development for the lifelong learning sector
	2.2	Explain the underpinning rationale of key policies relating to the lifelong learning sector
	2.3	Review the impact on practice of key policies relating to the lifelong learning sector
3. Understand the roles, purposes and impact of regulators and funding bodies for the lifelong learning sector	3.1	Explain the roles and purposes of key agencies responsible for regulation and funding for the lifelong learning sector
	3.2	Analyse the impact on practice of key agencies responsible for regulation and funding for the lifelong learning sector
4. Understand the roles, purposes and impact of agencies involved in the quality and quality improvement of practice in the lifelong learning sector	4.1	Explain the roles and purposes of key agencies involved in quality and quality improvement in the lifelong learning sector
	4.2	Analyse the impact on practice of key agencies involved in quality and quality improvement in the lifelong learning sector
	4.3	Analyse the impact of the inspection process on practice in the lifelong learning sector
	4.4	Review the quality improvement arrangements of an organisation

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with a good understanding of how the lifelong learning sector operates. It includes the nature and scope of the learning sector and the policy context. It also includes the roles, purposes and impact on practice in the sector of regulators, funding bodies and agencies involved in quality and quality improvement.
Unit available from	September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	50

UNIT TITLE	The lifelong learning sector	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the scope and nature of the lifelong learning sector	1.1	Analyse the profile of the lifelong learning sector
	1.2	Analyse ways in which the lifelong learning sector differs from other sectors
2. Understand the impact of the policy context within which the lifelong learning sector operates	2.1	Critically review the context of policy development for the lifelong learning sector
	2.2	Analyse the underpinning rationale of key policies relating to the lifelong learning sector
	2.3	Evaluate the impact on practice of key policies relating to the lifelong learning sector
3. Understand the roles, purposes and impact of regulators and funding bodies for the lifelong learning sector	3.1	Analyse the roles and purposes of key agencies responsible for regulation and funding for the lifelong learning sector
	3.2	Evaluate the impact on practice of key agencies responsible for regulation and funding for the lifelong learning sector
4. Understand the roles, purposes and impact of agencies involved in the quality and quality improvement of practice in the lifelong learning sector	4.1	Analyse the roles and purposes of key agencies involved in quality and quality improvement in the lifelong learning sector
	4.2	Evaluate the impact on practice of key agencies involved in quality and quality improvement in the lifelong learning sector
	4.3	Evaluate the impact of the inspection process on practice in the lifelong learning sector
	4.4	Evaluate the quality improvement arrangements of an organisation

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with a good understanding of how the lifelong learning sector operates. It includes the nature and scope of the learning sector and the policy context. It also includes the roles, purposes and impact on practice in the sector of regulators, funding bodies and agencies involved in quality and quality improvement.
Unit available from	September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	50

UNIT TITLE	Literacy and the learners		
CREDIT LEVEL	**5**		
CREDIT VALUE	**15**		
Learning Outcomes	**Assessment Criteria**		
The learner will	*The learner can*		
1. Understand the significance of language change for literacy learners	1.1	Explain reasons for language change in both spoken and written English
	1.2	Analyse recent changes in the use of spoken language at: discourse level phrase level word level
	1.3	Analyse changes in the use of written language at: text level sentence level word level
	1.4	Analyse ways in which language change can have an impact on literacy learners' literacy and language development
2. Understand the significance of language variety for literacy learners	2.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	2.2	Analyse ways in which literacy and language use can vary according to context
	2.3	Analyse ways in which language variety can have an impact on literacy learners' literacy and language development
3. Understand the relationship between language and social processes	3.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	3.2	Analyse how language is used in the formation, maintenance and transformation of power relations
	3.3	Explain the role of existing literacy and language practices on literacy learners' literacy and language development
4. Understand factors which influence literacy and language acquisition, learning and use	4.1	Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use
	4.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and

		language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.
Unit available from	1st October 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: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) • Application of the professional standards for teachers of English (Literacy and ESOL)
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	40

UNIT TITLE	Literacy, ESOL and the learners		
CREDIT LEVEL	**5**		
CREDIT VALUE	**15**		
Learning Outcomes	**Assessment Criteria**		
The learner will	*The learner can*		
1. Understand the significance of language change for literacy and ESOL learners	1.1	Explain reasons for language change in both spoken and written English
	1.2	Analyse recent changes in the use of spoken language at: • discourse level • phrase level • word level
	1.3	Analyse changes in the use of written language at: • text level • sentence level • word level
	1.4	Analyse ways in which language change can have an impact on literacy and ESOL learners' literacy and language development
2. Understand the significance of language variety for literacy and ESOL learners	2.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	2.2	Analyse ways in which literacy and language use can vary according to context
	2.3	Analyse ways in which language variety can have an impact on literacy and ESOL learners' literacy and language development
3. Understand the relationship between language and social processes	3.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	3.2	Analyse how language is used in the formation, maintenance and transformation of power relations
	3.3	Explain the role of existing literacy and language practices on literacy and ESOL learners' literacy and language development
4. Understand factors which influence literacy and language acquisition,	4.1	Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use

learning and use	4.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy and ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.
Unit available from	1st October 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: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) • Application of the professional standards for teachers of English (Literacy and ESOL)
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	40

UNIT TITLE	Literacy theories and frameworks	
CREDIT LEVEL	5	
CREDIT VALUE	15	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand theories and principles relating to language acquisition and learning	1.1	Review theories of first and second language acquisition and learning
	1.2	Review language teaching approaches associated with theories of first and second language acquisition and learning
2. Understand theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development
	2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
3. Understand how language can be described and analysed	3.1	Review ways in which language can be described
	3.2	Describe descriptive and prescriptive approaches to language analysis
	3.3	Analyse spoken and written language at: text and discourse level sentence and phrase level word level
	3.4	Use key discoursal, grammatical, lexical and phonological terms accurately
5. Understand the processes involved in the development of speaking, listening, reading and writing skills	4.1	Analyse the processes involved in speaking and listening for literacy learners
	4.2	Analyse the processes involved in reading and writing for literacy learners
	4.3	Explain the mutual dependence of reading, listening, writing and speaking in literacy and language learning and teaching

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of literacy theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for literacy learners.
Unit available from	1 October 2011
Unit review date	31 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: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) • Application of the professional standards for teachers of English (Literacy and ESOL)
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	40

UNIT TITLE	Numeracy and the learners		
CREDIT LEVEL	5		
CREDIT VALUE	15		
Learning Outcomes	**Assessment Criteria**		
The learner will	*The learner can*		
1. Understand the links between popular perceptions of mathematics and their roles within numeracy learning	1.1	Analyse the role of mathematics and numeracy within society
	1.2	Evaluate perceptions of mathematics and numeracy including: • popular views • learner attitudes • trends in learner attainment
	1.3	Justify the importance of encouraging learners to make links between their mathematical and numeracy development and their other personal development
2. Understand how numeracy can impact on different contexts and subjects	2.1	Identify numeracy skills and knowledge needed across contexts and subjects
	2.2	Analyse achievement in numeracy learning using different delivery models
3. Be able to use assessment processes to identify the skills and aspirations of numeracy learners	3.1	Evaluate approaches to mathematics and numeracy formative assessment
	3.2	Assess learners' existing mathematical and numeracy skills, knowledge, understanding and aspirations
4. Be able to use inclusive approaches to meet the individual needs of numeracy learners	4.1	Analyse the impact and implications of personal, social, economical and political factors which may affect the development and progression of numeracy learners
	4.2	Plan and deliver numeracy learning opportunities that reflect diversity and promote equality of opportunity
	4.3	Enable progression by confirming that learners develop their numeracy skills to match planned entry requirements
5. Be able to promote learning support and learner support within numeracy learning and teaching	5.1	Evaluate the boundaries between own specialist area and those of other specialists and practitioners
	5.2	Signpost learners towards support provision
	5.3	Evaluate numeracy learning opportunities to determine how teaching and support needs may be shared between learning professionals

	5.4	Enhance numeracy learning by accessing available support provision
4. Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes	6.1	Explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas
	6.2	Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of key issues relating to numeracy and numeracy learners. Learners will consider the links between popular perceptions of mathematics and their roles within numeracy learning, Learners will also use assessment processes to identify the skills and aspirations of numeracy learners
Unit available from	1st October 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: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) • Application of the professional standards for teachers of Mathematics (Numeracy)
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	40

UNIT TITLE	**Preparing for the Coaching Role**	
CREDIT LEVEL	**3**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand own role and responsibilities in relation to coaching	1.1	Describe the role and responsibilities of the coach
	1.2	Explain the skills required for coaching
	1.3	Identify the need for codes of conduct and ground rules when setting boundaries for coaching
	1.4	Explain the importance of confidentiality in a coaching relationship
2. Understand ways to identify individual coaching needs	2.1	Describe ways in which individual coaching needs are identified
	2.2	Identify learning needs that can be met through coaching
	2.3	Explain ways to clarify the learner's goals and facilitate their achievement
3. Understand techniques to establish and maintain a coaching relationship	3.1	Explain key techniques of coaching that meet learner needs
	3.2	Identify resources required for coaching
	3.3	Describe how potential barriers to coaching can be overcome through building a rapport with individuals in coaching sessions
	3.4	Describe ways of creating an environment in which effective coaching can take place
4. Understand how to review progress through coaching	4.1	Describe how to review the coachee's progress
	4.2	Explain how to provide feedback to learners on their progress
	4.3	Explain how to use learning received through coaching
	4.4	Review own coaching role and identify areas for development.

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to prepare the learner for the coaching role by examining the role of the coach and the responsibility for creating an effective coaching relationship. Through an appreciation of potential barriers to coaching this provides the learner with an understanding of the importance of effective feedback both to learners and in order to improve own practice.
Unit available from	30 September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	15

UNIT TITLE	Preparing for the Coaching Role	
CREDIT LEVEL	**4**	
CREDIT VALUE	**3**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand own role and responsibilities in relation to coaching	1.1	Evaluate the role and responsibilities of the coach in your specific context
	1.2	Analyse the skills and qualities required for a specific coaching role
	1.3	Discuss the importance of a code of conduct and ground rules when setting boundaries for a specific coaching role
	1.4	Examine the importance of confidentiality in maintaining a coaching relationship
2. Understand how to identify individual coaching needs	2.1	Explain how individual coaching needs are identified in your area of responsibility
	2.2	Discuss how individual learning needs can be met in practice through coaching
	2.3	Evaluate ways of assisting coachees to clarify their own goals and facilitate their achievement
3. Understand techniques that establish and maintain an effective coaching relationship	3.1	Compare techniques of coaching that meet individual learner needs in your area of practice
	3.2	Evaluate resources required for a specific coaching role
	3.3	Analyse how potential barriers may be overcome through building a rapport with individuals in coaching sessions
	3.4	Discuss ways of creating an environment in which effective coaching can take place
4. Understand how to review progress through coaching	4.1	Discuss ways to review the coachee's progress which places responsibility on the learner.
	4.2	Analyse good practice in providing feedback in coaching to involve the learners
	4.3	Discuss how to apply learning achieved through coaching in a specific context
	4.4	Review own coaching role in order to identify areas for personal or professional development

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to prepare the learner for the coaching role by analysing the role of the coach and the responsibility for creating an effective coaching relationship. Through an evaluation of potential barriers to coaching this provides the learner with an understanding of the importance of effective feedback both to learners and in order to improve own practice.
Unit available from	30th September 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	15

UNIT TITLE	Preparing for the mentoring role	
CREDIT LEVEL	3	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
1. Understand own role and responsibilities in relation to mentoring	1.1	Describe the role and responsibilities of the mentor
	1.2	Explain the skills required for mentoring
	1.3	Identify the need for codes of conduct and ground rules when setting boundaries for mentoring
	1.4	Explain the importance of confidentiality in a mentoring relationship
2. Understand ways to identify individual mentoring needs	2.1	Describe ways in which individual coaching needs are identified
	2.2	Identify learning needs that can be met through mentoring
	2.3	Explain ways to clarify the learner's goals and facilitate their achievement
3. Understand techniques to establish and maintain a mentoring relationship	3.1	Explain key techniques of mentoring that meet learner needs
	3.2	Identify resources required for mentoring
	3.3	Describe how potential barriers to mentoring can be overcome through building a rapport with individuals in mentoring sessions
	3.4	Describe ways of creating an environment in which effective mentoring can take place
4. Understand how to review progress through mentoring	4.1	Describe how to review the mentee's progress
	4.2	Explain how to provide feedback to learners on their progress
	4.3	Explain how to use learning received through mentoring
	4.4	Review own mentoring role and identify areas for development.

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to prepare the learner for the mentoring role by examining the role of the mentor and the responsibility for creating an effective mentoring relationship. Through an appreciation of potential barriers to mentoring this provides the learner with an understanding of the importance of effective feedback both to learners and in order to improve own practice.
Unit available from	30th September 2011
Unit review date	31st Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing 13.2
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	15

UNIT TITLE	Preparing for the Mentoring Role	
CREDIT LEVEL	4	
CREDIT VALUE	3	
Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
1. Understand own role and responsibilities in relation to mentoring	1.1	Discuss the role and responsibilities of the mentor in your specific context
	1.2	Analyse the skills and qualities required for a specific mentoring role
	1.3	Analyse the importance of a code of conduct and ground rules when setting boundaries for a specific mentoring role
	1.4	Examine the importance of confidentiality in maintaining a mentoring relationship
2. Understand how to identify individual mentoring needs	2.1	Explain how individual mentoring needs are identified in your area of responsibility
	2.2	Discuss how individual learning needs can be met in practice through mentoring
	2.3	Evaluate ways of assisting mentees to clarify their own goals and facilitate their achievement
3. Understand techniques that establish and maintain an effective mentoring relationship	3.1	Compare techniques of mentoring that meet individual learner needs in your area of practice
	3.2	Evaluate resources required for a specific mentoring role
	3.3	Analyse how potential barriers may be overcome through building a rapport with individuals in mentoring sessions
	3.4	Discuss ways of creating an environment in which effective mentoring can take place
4. Understand how to review progress through mentoring	4.1	Discuss ways to review the mentee's progress which places responsibility on the learner.
	4.2	Analyse good practice in providing feedback in mentoring to involve the learners
	4.3	Discuss how to apply learning achieved through mentoring in a specific context
	4.4	Review own mentoring role in order to identify areas for personal or professional development

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to prepare the learner for the mentoring role by analysing the role of the mentor and the responsibility for creating an effective mentoring relationship. Through an evaluation of potential barriers to mentoring this provides the learner with an understanding of the importance of effective feedback both to learners and in order to improve own practice.
Unit available from	30th September 2011
Unit review date	31st Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing 13.2
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	15

UNIT TITLE	Provide information and advice to learners and employers
CREDIT LEVEL	3
CREDIT VALUE	3
Learning Outcomes	**Assessment Criteria**
The learner will	**The learner can**
1. Understand information and advice available for learners and employers	1.1 Analyse information and advice needs of • individual learners • employers
	1.2 Evaluate sources of information and advice available to meet the needs of • individual learners • employers
2. Understand own boundaries and limitations in relation to providing information and advice	2.1 Explain own boundaries for the provision of information and advice to • individual learners • employers
	2.2 Explain how to access information and advice from within and outside the organisation when needs go beyond own boundaries for • individual learners • employers
	2.3 Evaluate impact of providing incorrect or misleading information and advice to • individual learners • employers
3. Be able to provide information and advice to learners and employers	3.1 Identify information and advice needs of • individual learners • employers
	3.2 Provide information and advice to • individual learners • employers
4. Be able to assist learners and employers in accessing information and advice	4.1 Identify sources of information and advice to meet the needs of • individual learners • employers
	4.2 Identify barriers to accessing information and advice for • individual learners • employers

	4.3	Assist with overcoming barriers to accessing information and advice

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess the competence of a learning and development practitioner in providing information and advice to learners and employers. Information and advice could cover: learning and development opportunities, assessment and qualifications, careers and progression routes, funding sources or professional support. 'Practitioner' means anyone with a learning and development responsibility as part of their role
Unit available from	30th January 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: National Occupational Standards for Learning, Development and Support Services (2009) Enable young people to access information and make decisions.
Guidance for developing assessment arrangements for the unit (if appropriate)	None
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 3-4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning 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 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	20

UNIT TITLE	Quality procedures within the lifelong learning sector	
CREDIT LEVEL	**3**	
CREDIT VALUE	**6**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the principles of evaluation and quality assurance	1.1	Describe a range of principles and approaches to evaluation
	1.2	Explain differences and the relationship between assessment and evaluation
2. Understand the principles of quality improvement	2.1	Explain the relationship between assessment, quality assurance and quality improvement
	2.2	Explain the role of evaluation within quality assurance and quality improvement
	2.3	Explain the key features of an effective quality improvement system
3. Understand the quality improvement procedures relevant to own practice	3.1	Describe own organisation's internal quality improvement procedures, identifying the implications for own practice.
	3.2	Describe external quality improvement procedures, identifying the implications for own practice.
4. Understand how to ensure that own practice meets internal and external quality requirements	4.1	Reflect on own practice in the light of internal and external quality requirements, identifying areas for improvement

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to promote an understanding of effective quality improvement systems and procedures and to ensure that own practice meets internal and external quality requirements.
Unit available from	30 September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Learning
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	25

UNIT TITLE	Quality procedures within the lifelong learning sector	
CREDIT LEVEL	4	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
1. Understand the principles of evaluation and quality assurance	1.1	Review a range of principles and approaches to evaluation
	1.2	Explain differences and the relationship between assessment and evaluation
2. Understand the principles of quality improvement	2.1	Analyse the relationship between assessment, quality assurance and quality improvement
	2.2	Analyse the role of evaluation within quality assurance and quality improvement
	2.3	Analyse the key features of an effective quality improvement system
3. Understand the quality improvement procedures relevant to own practice	3.1	Analyse own organisation's internal quality improvement procedures, identifying the implications for own practice.
	3.2	Analyse external quality improvement procedures, identifying the implications for own practice.
4. Understand how to ensure that own practice meets internal and external quality requirements	4.1	Evaluate own practice in the light of internal and external quality requirements, identifying areas for improvement

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to promote an understanding of effective quality improvement systems and procedures and to ensure that own practice meets internal and external quality requirements.
Unit available from	30 September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Learning
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	20

UNIT TITLE	Teaching in a specialist area		
CREDIT LEVEL	4		
CREDIT VALUE	15		
Learning Outcomes	Assessment Criteria		
The learner will	*The learner can*		
1. Understand the aims and philosophy of education and training in own specialist area	1.1	Summarise key aims of education and training in own specialist area
	1.2	Review key philosophical issues relating to education and training in own specialist area
2. Understand the aims and structure of key qualifications and learning programmes qualifications available to learners in a specialist area	2.1	Summarise the aims and structure of key qualifications in own specialist area
	2.2	Summarise the aims and structure of learning programmes in own specialist area
	2.2	Justify how own approach to the planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met
3. Understand principles of inclusive learning and teaching and key curriculum issues in a specialist area	3.1	Justify the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area
	3.2	Justify how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies
4. Understand how to use resources for inclusive learning and teaching in a specialist area	4.1	Analyse ways in which learning and teaching resources, including new and emerging technologies, meet the individual needs of learners in own specialist area
	4.2	Justify the inclusiveness of own use of learning and teaching resources in a specialist area
5. Be able to work with others within a specialist area to develop own practice	5.1	Take up opportunities to liaise with others within a specialist area to develop own practice
	5.2	Review the impact of liaison with other teachers and trainers within own specialist area on own practice
6. Be able to evaluate, improve and update own knowledge and skills in a specialist area	6.1	Review the effectiveness of own knowledge and skills in a specialist area
	6.2	Identify own strengths and areas for improvement in relation to practice in own specialist area
	6.3	Take up opportunities to improve and update own knowledge and skills in a specialist area

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to develop learners' knowledge and skills in relation to teaching in a specialist area. It includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key qualifications and learning programmes qualifications available to learners. It also includes curriculum issues, inclusive learning and teaching and evaluating and improving own practice in a specialist area.
Unit available from	30 September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	50

UNIT TITLE	Tutoring and course leadership in the lifelong learning sector	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
1. Understand the purposes, role and responsibilities of tutoring in the lifelong learning sector	1.1	Explain the purposes of tutoring in the lifelong learning sector
	1.2	Analyse the role and responsibilities of a tutor in the lifelong learning sector
2. Understand the role and responsibilities of a course leader in the lifelong learning sector	2.1	Analyse the role and responsibilities of a course leader in the lifelong learning sector
3. Be able to establish effective tutoring relationships with learners	3.1	Plan a tutoring session to meet the individual needs of learners
	3.2	Deliver a tutoring session to meet the individual needs of learners
	3.2	Justify how own approach to planning and delivery of a tutoring session builds rapport with and meets the individual needs of learners
4. Be able to personalise learning for learners	4.1	Analyse the characteristics and individual learning and tutoring needs of a group of learners
	4.2	Complete individual learning plans with a group of learners
	4.3	Justify how own approach to target setting with learners contributes to the personalisation of their learning
5. Be able to evaluate and improve learning programmes	5.1	Devise an evaluation for a learning programme
	5.2	Carry out an evaluation of a learning programme
	5.3	Collect data relating to key performance indicators
	5.4	Analyse data relating to key performance indicators
	5.5	Use the outcomes of evaluation, including learner feedback, to improve a learning programme
6. Understand how to evaluate, improve and	6.1	Review the effectiveness of own tutoring practice

update own tutoring practice	6.2	Identify own strengths and areas for improvement in relation to own tutoring practice
	6.3	Take up opportunities to improve and update own knowledge and skills in relation to own tutoring practice
7. Understand how to evaluate, improve and update own course leadership practice	7.1	Review the effectiveness of own course leadership practice
	7.2	Identify own strengths and areas for improvement in relation to own course leadership practice
	7.3	Take up opportunities to improve and update own knowledge and skills in relation to own course leadership practice

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to develop learners' knowledge and skills in tutoring and course leadership in the lifelong learning sector. It also includes establishing effective tutoring relationships, personalising learning..
Unit available from	30th September 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: *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)*
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	shared
Guided Learning Hours	50

UNIT TITLE	Understanding and managing behaviours in a learning environment
CREDIT LEVEL	4
CREDIT VALUE	6

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
1. Understand potential factors leading to behaviours that disrupt a learning environment	1.1	Review potential factors leading to behaviours that disrupt a learning environment
2. Understand organisational policies relating to managing behaviours in the learning environment	2.1	Review organisational policies relating to managing behaviours in a learning environment
3. Be able to promote behaviours that contribute to a purposeful learning environment	3.1	Review ways of encouraging behaviours that contribute to an effective learning environment
	3.2	Use strategies for encouraging behaviours that contribute to a purposeful learning environment
4. Be able to manage behaviours that disrupt a purposeful learning environment	4.1	Review ways of managing behaviours that disrupt a purposeful learning environment
	4.2	Use strategies for managing behaviours that disrupt a purposeful learning environment

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment and related legislation and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.
Unit available from	30 September 2011
Unit review date	31 Dec 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	20

UNIT TITLE	Understanding and managing behaviours in a learning environment
CREDIT LEVEL	4
CREDIT VALUE	15

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
1. Understand the characteristics and impact of behaviours in a learning environment	1.1	Describe behaviours that can occur in a learning environment
	1.2	Review potential factors contributing to behaviours in a learning environment
	1.3	Analyse the impact of behaviours on a learning environment
2. Understand legislation and organisational policies relating to managing behaviours in a learning environment	2.1	Summarise legislation relating to managing behaviours in a learning environment
	2.2	Review organisational policies relating to managing behaviours in a learning environment
3. Be able to promote behaviours that contribute to a purposeful learning environment	3.1	Review ways of encouraging behaviours that contribute to a purposeful learning environment
	3.2	Use strategies for encouraging behaviours that contribute to a purposeful learning environment
4. Be able to manage behaviours that disrupt a purposeful learning environment	4.1	Review ways of managing and responding to behaviours that disrupt a purposeful learning environment
	4.2	Use strategies for managing and responding to behaviours that disrupt a purposeful learning environment
5. Be able to evaluate own practice in managing behaviours in a learning environment	5.1	Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment
	5.2	Identify own strengths and areas for improvement in relation managing behaviours in a learning environment
	5.3	Plan opportunities to improve own skills in managing behaviours in a learning environment

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment and related legislation and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.
Unit available from	30 September 2011
Unit review date	31 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	50

UNIT TITLE	Understanding the principles and practices of externally assuring the quality of assessment
CREDIT LEVEL	**4**
CREDIT VALUE	**6**
Learning Outcomes	**Assessment Criteria**
The learner will	*The learner can*
1. Understand the context and principles of external quality assurance	1.1 Analyse the functions of external quality assurance of assessment in learning and development
	1.2 Evaluate the key concepts and principles of external quality assurance of assessment
	1.3 Evaluate the roles of practitioners involved in the quality assurance process
	1.4 Explain the regulations and requirements for external and internal quality assurance in own area of practice
2. Understand how to plan the external quality assurance of assessment	2.1 Evaluate the importance of planning and preparing external quality assurance activities
	2.2 Explain what an external quality assurance plan should contain
	2.3 Summarise the preparations that need to be made for external quality assurance activities, including: • information collection • communications • administrative arrangements • resources
	2.4 Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards
3. Understand how to externally evaluate the quality of assessment and internal quality assurance	3.1 Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices
	3.2 Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices
	3.3 Evaluate different techniques for externally sampling evidence of assessment, including those that use technology

4.	Understand how to externally maintain and improve the quality of assessment	4.1	Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment
		4.2	Evaluate standardisation requirements relevant to the external quality assurance of assessment
		4.3	Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements
		4.4	Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment
5.	Understand how to manage information relevant to external quality assurance	5.1	Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance
6.	Understand the legal and good practice requirements relating to external quality assurance	6.1	Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare
		6.2	Critically compare different ways in which technology can contribute to external quality assurance
		6.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment
		6.4	Explain the value of reflective practice and continuing professional development in relation to external quality assurance

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires for the external quality assurance of assessment.
Unit available from	April 2010
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: National Occupational Standards for Learning and Development Standard 12: Externally monitor and maintain the quality of assessment.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	45

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UNIT TITLE	Understanding the principles and practices of internally assuring the quality of assessment	
CREDIT LEVEL	4	
CREDIT VALUE	6	
Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
1. Understand the context and principles of internal quality assurance	1.1	Explain the functions of internal quality assurance in learning and development
	1.2	Explain the key concepts and principles of the internal quality assurance of assessment
	1.3	Explain the roles of practitioners involved in the internal and external quality assurance process
	1.4	Explain the regulations and requirements for internal quality assurance in own area of practice
2. Understand how to plan the internal quality assurance of assessment	2.1	Evaluate the importance of planning and preparing internal quality assurance activities
	2.2	Explain what an internal quality assurance plan should contain
	2.3	Summarise the preparations that need to be made for internal quality assurance, including: • information collection • communications • administrative arrangements • resources
3. Understand techniques and criteria for monitoring the quality of assessment internally	3.1	Evaluate different techniques for sampling evidence of assessment, including use of technology
	3.2	Explain the appropriate criteria to use for judging the quality of the assessment process
4. Understand how to internally maintain and improve the quality of assessment	4.1	Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
	4.2	Explain standardisation requirements in relation to assessment
	4.3	Explain relevant procedures regarding disputes about the quality of assessment
5. Understand how to manage information relevant to the internal quality assurance of assessment	5.1	Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment

6. Understand the legal and good practice requirements for the internal quality assurance of assessment	6.1	Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare
	6.2	Evaluate different ways in which technology can contribute to the internal quality assurance of assessment
	6.3	Explain the value of reflective practice and continuing professional development in relation to internal quality assurance
	6.4	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires for the internal quality assurance of assessment. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.
Unit available from	30th April 2010
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: National Occupational Standards for Learning and Development Standard 11: Internally monitor and maintain the quality of assessment.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	45

UNIT TITLE	Understanding theories and frameworks for teaching disabled learners
CREDIT LEVEL	**5**
CREDIT VALUE	**15**
Learning Outcomes	**Assessment Criteria**
The learner will	*The learner can*
1. Understand key theories and research which inform the learning and teaching of disabled young people and adults	1.1 Analyse how theories of learning inform learning and teaching practice in relation to disabled learners
	1.2 Explain the importance of research in the development of learning and teaching opportunities for disabled young people and adults
	1.3 Explain how theory and research inform own practice
2. Understand factors influencing inclusive practice for disabled learners	2.1 Analyse how inclusive learning has been defined
	2.2 Explain the importance of inclusive learning for disabled learners
	2.3 Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults
	2.4 Analyse how approaches to communication and language development influence inclusive practice in relation to disabled learners
	2.5 Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning
3. Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults	3.1 Analyse how national, regional and local policy influence provision for disabled young people and adults
	3.2 Explain how current legal requirements and national policies and guidance promote the rights and well being of learners
	3.3 Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults
4. Understand factors that influence the curriculum for disabled young people and adults	4.1 Analyse how attitudes to disability, including social, cultural, and faith and belief influence learning opportunities for disabled young people and adults
	4.2 Analyse the impact of own attitudes on professional practice

	4.3	Explain how risk assessments influence the curriculum

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to provide learners with an understanding of theories and frameworks relating to the learning and teaching of disabled young people and adults. Learners will consider factors that influence learning and learning provision including policy and regulatory frameworks
Unit available from	1st October 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: • New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) • Application of the professional standards for teaching disabled learners
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	40

UNIT TITLE	Using study skills approaches and techniques to enhance the learning of others
CREDIT LEVEL	**4**
CREDIT VALUE	**6**
Learning Outcomes	**Assessment Criteria**
The learner will	*The learner can*
1. Understand how to use study skills approaches and techniques to enhance the learning of others	1.1 Evaluate approaches to developing learners' study skills
	1.2 Identify study skills techniques which can be used to enhance the learning of others
	1.3 Explain how study skills techniques can be used to enhance the learning of others
	1.4 Justify own selection of study skills approaches and techniques to enhance the learning of others
2. Be able to enable learners to use study skills to enhance their learning	2.1 Assist learners to identify how they currently use study skills to enhance their learning
	2.2 Assist learners to identify ways to further develop their study skills to enhance their learning
	2.3 Create opportunities for learners to develop and use study skills to enhance their learning
	2.4 Explain ways in which specific opportunities to use study skills have enhanced the learning of individual learners
3. Be able to evaluate own practice in the use of study skills approaches and techniques to enhance the learning of others	3.1 Review own practice in the use of study skills approaches and techniques to enhance the learning of others
	3.2 Identify own strengths and areas for improvement in the use of study skills approaches and techniques to enhance the learning of others
	3.3 Plan opportunities to improve own use of study skills approaches and techniques to enhance the learning of others

Additional Information about the unit	
Purpose and aim(s) of the unit	The aim of this unit is to enable learners to be more effective in a teaching and learning situation by developing the study skills of their learners. Different techniques and approaches are explored, using theory and practice to assess effectiveness.
Unit available from	1st October 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: New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
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	Working with individual learners
CREDIT LEVEL	**4**
CREDIT VALUE	**15**
Learning Outcomes	**Assessment Criteria**
The learner will	*The learner can*
1. Understand the roles and responsibilities of a coach, mentor and teacher in relation to working with individual learners	1.1 Summarise the responsibilities of a coach, mentor and teacher in relation to working with individual learners
	1.2 Analyse the differences between the coaching, mentoring and teaching roles in relation to working with individual learners
	1.3 Review the effectiveness of coaching, mentoring and teaching roles in meeting individual learning needs
2. Understand how to select strategies to meet the needs of individual learners	2.1 Justify the selection of strategies to meet the needs of individual learners
3. Understand the multi-agency approach to the development of individual learners	3.1 Review the resources required for an effective multi-agency approach
	3.2 Explain factors which influence the referral process
5. Understand the contribution of one-to-one coaching, mentoring and teaching to the development of individual learners	5.1 Review the processes involved in one-to-one coaching, mentoring and teaching in relation to emotional, intellectual and social benefits for learners
6. Be able to evaluate own practice in relation to one-to-one teaching and learning situations	6.1 Analyse the effectiveness of own practice in relation to one-to-one teaching and learning situations
	6.2 Identify own strengths and areas for improvement in relation to one-to-one teaching and learning situations
	6.3 Plan opportunities to improve own skills in relation to one-to-one teaching and learning situations

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to explore the role of mentoring, coaching and tutoring in supporting the individual learner, analysing the skills required for these roles. The learner is expected to reflect on their own skills for undertaking these roles.
Unit available from	30 September 2011
Unit review date	31 Dec 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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)*
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	LSIS
Availability for use	Shared
Guided Learning Hours	50

UNIT TITLE	**Working with individuals and small groups in a learning environment**		
CREDIT LEVEL	**4**		
CREDIT VALUE	**9**		
Learning Outcomes	**Assessment Criteria**		
The learner will	**The learner can**		
1. Be able to use communication models in relation to working with individuals and small groups in a learning environment	1.1	Review models of communication for working with individuals and small groups in a learning environment	
	1.2	Use models of communication with individuals and small groups in a learning environment	
2. Be able to use behaviour models in relation to working with small groups in a learning environment	2.1	Review behaviour models for working with small groups in a learning environment	
	2.2	Use behaviour models with individuals and small groups in a learning environment	
3. Understand how to promote learner participation and independence	3.1	Review ways to negotiate and agree learning goals with learners	
	3.2	Review ways to encourage learners to be involved in and take responsibility for their own learning	
4. Understand the use of teaching and learning strategies to meet the needs of individuals and small groups	4.1	Review the effectiveness of teaching and learning strategies in meeting the needs of individual learners and small groups	
	4.2	Justify own use of teaching and learning strategies in meeting the needs of individual learners and small groups	
	4.3	Review ways to collaborate with colleagues and others in meeting the needs of individual learners and small groups	
4. Be able to plan, enable and assess learning with individuals and small groups	5.1	Devise flexible session plans that can be adjusted to meet the needs of individual learners and small groups	
	5.2	Agree individual learning goals with learners	
	5.3	Establish and maintain an inclusive learning environment	
	5.4	Use flexible and varied approaches to teaching and learning to meet the needs of individual learners and small groups	
	5.5	Provide opportunities for learners to reflect on and make decisions about their own learning	
	5.6	Use assessment methods to meet the needs of individual learners and small groups	

6. Understand how to evaluate own practice in working with individuals and small groups in a learning environment	6.1	Analyse the effectiveness of own practice in relation to working with individuals and small groups in a learning environment
	6.2	Identify own strengths and areas for improvement in relation to working with individuals and small groups in a learning environment
	6.3	Plan opportunities to improve own skills in relation to working with individuals and small groups in a learning environment

Additional Information about the unit	
Purpose and aim(s) of the unit	The unit aims to develop learners' knowledge and skills in working with individual learners and small groups in a learning environment. It includes using communication and behaviour models, promoting learner participation and independence, and using teaching and learning strategies to meet individual needs. It also includes planning, enabling and assessing learning with individuals and small groups and evaluating own practice.
Unit available from	30th September 2011
Unit review date	31st Dec 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: *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)*
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

UNIT TITLE	**Working with the 14-16 age range in the learning environment**
CREDIT LEVEL	4
CREDIT VALUE	9
Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand current educational provision and ongoing developments for14-16 year olds	1.1 Review the current provision for 14-16 year olds in the compulsory and post compulsory sectors
	1.2 Analyse the relationship between the compulsory and post compulsory sectors with regard to provision for 14-16 year olds
	1.3 Evaluate the local implementation of partnerships between the compulsory and post compulsory sectors with regard to provision for 14-16 year olds
2. Understand the learning and emotional needs of 14 to 16 year olds	2.1 Review learning models that are appropriate for 14-16 year olds
	2.2 Analyse the stages of emotional development of 14-16 year olds
3. Understand the roles and responsibilities of the teacher working with 14-16 year olds	3.1 Review the legal framework and key legislation relating to working with 14-16 year olds
	3.2 Analyse own role and responsibilities in relation to working with 14-16 year olds
	3.3 Evaluate the impact on own practice of legislation relating to working with 14-16 year olds
4. Be able to demonstrate the use of techniques and strategies to manage the learning of 14-16 year olds	4.1 Discuss ways of managing the learning of 14-16 year olds in the learning environment
	4.2 Apply techniques and strategies to manage the learning of 14-16 year olds in the learning environment
5. Be able to plan, enable and assess learning for 14-16 year olds	5.1 Plan learning sessions for 14-16 year olds integrating communication, numeracy and ICT as appropriate
	5.2 Apply a range of teaching and learning approaches that are appropriate for 14-16 year olds
	5.3 Review a range of assessment methods that are appropriate for 14-16 year olds
	5.4 Apply a range of assessment methods that are appropriate for 14-16 year olds
6. Be able to reflect and evaluate	6.1 Reflect on ways to improve own practice in

feedback to improve own practice in working with 14-16 year olds		working with the 14-16 age range

Additional Information about the unit	
Purpose and aim(s) of the unit	This unit aims to equip the learner with an understanding of the current educational provisions and ongoing developments for the 14-16 age range.
Unit available from	30 September 2011
Unit review date	31 Dec 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: • *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)*
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	30

UNIT TITLE	Working with the 14-19 age range in the learning environment	
CREDIT LEVEL	**5**	
CREDIT VALUE	**15**	
Learning Outcomes	**Assessment Criteria**	
The learner will	*The learner can*	
Understand current *educational* provision and ongoing developments for14-19 year olds	1.1	Analyse key national policies and national initiatives for the education of 14-19 year old learners
	1.2	Analyse the current provision for 14-19 year olds in the compulsory and post compulsory sectors
	1.3	Evaluate the relationship between the compulsory and post compulsory sectors with regard to provision for 14-19 year olds
	1.4	Evaluate the local implementation of partnerships between the compulsory and post compulsory sectors with regard to provision for 14-19 year olds
Understand the learning and emotional needs of 14 to 19 year olds	2.1	Evaluate theories and models of learning in terms of their appropriateness for 14-19 year olds
	2.2	Analyse the stages of emotional development of 14-19 year olds
Understand the roles and responsibilities of the teacher working with 14-19 year olds	3.1	Analyse the legal framework and key legislation relating to working with 14-19 year olds
	3.2	Analyse own role and responsibilities in relation to working with 14-19 year olds
	3.3	Evaluate the impact on own practice of legislation relating to working with 14-19 year olds
Be able to demonstrate the use of techniques and strategies to manage the learning of 14-19 year olds	4.1	Analyse key issues in managing the learning of 14-19 year olds in the learning environment
	4.2	Apply techniques and strategies to manage the learning of 14-19 year olds in the learning environment
	4.3	Evaluate techniques and strategies to manage the learning of 14-19 year olds in the learning environment
Understand how to apply theories and principles of learning in planning, enabling and assessing learning for 14-19 year olds	5.1	Evaluate own planning to meet the needs of 14-19 year olds with reference to theories and principles of learning
	5.2	Evaluate own use of a range of teaching and learning approaches with 14-19 year olds with reference to theories and principles of learning
	5.3	Evaluate own use of a range of assessment methods with 14-19 year olds with reference to

		theories and principles of learning
Be able to reflect and evaluate feedback to improve own practice in working with 14-19 year olds with reference to theories and principles of learning	6.1	Discuss ways to adapt and improve own practice in working with 14-19 year olds with reference to theories and principles of learning drawing on feedback from learners
	6.2	Plan and take up opportunities to develop and improve own performance in working with 14-19 year olds

Additional Information about the unit	
Purpose and aim(s) of the unit	This unit aims to equip the learner with an understanding of the current educational provisions and ongoing developments for the 14-19 age range.
Unit available from	30 September 2011
Unit review date	31 Dec 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: *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007)*
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	50

Qualifications for teaching in the FE sector in England
All open optional units of assessment