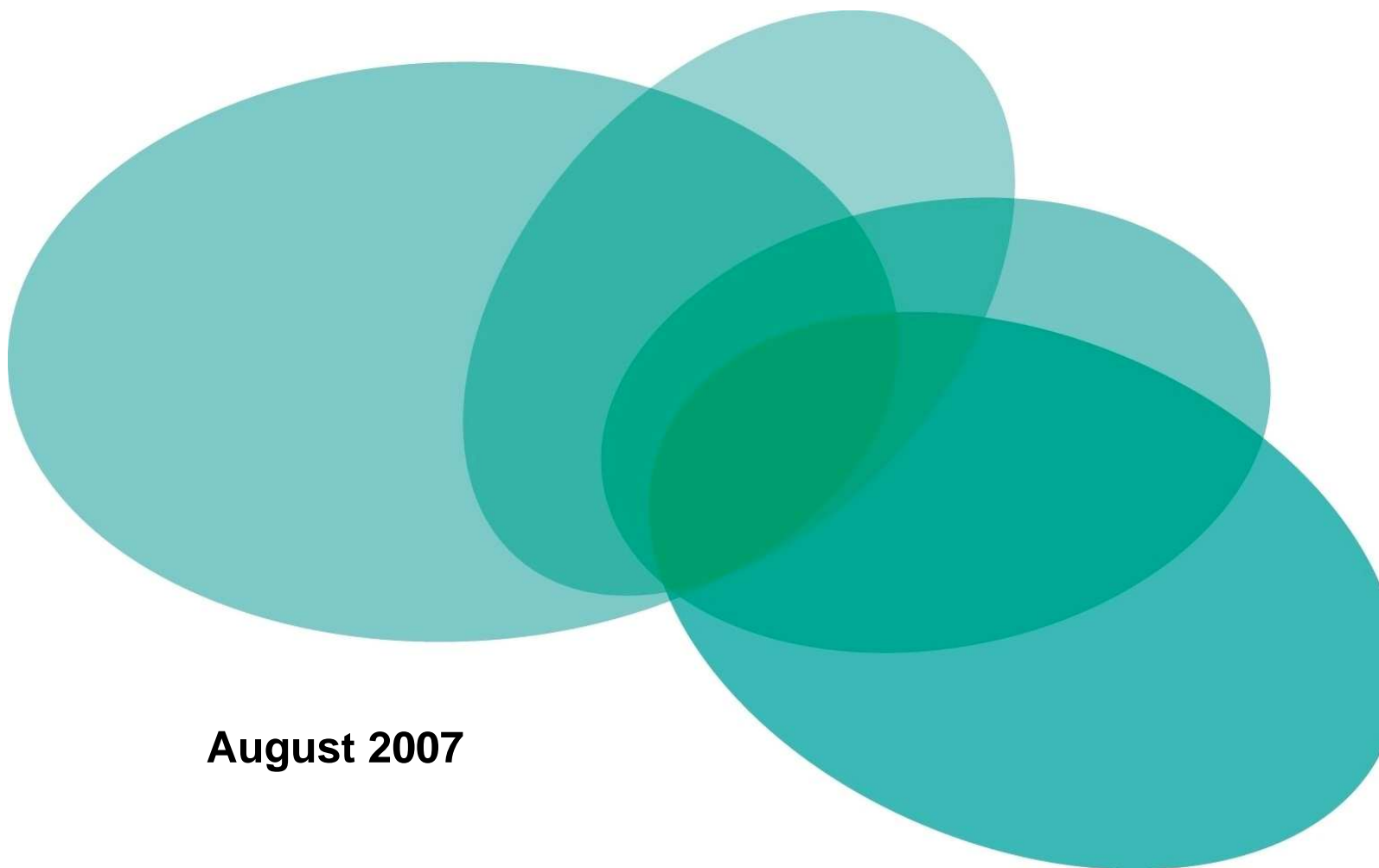**Teachers, tutors and trainers in the Further Education (FE) sector in England**

Guidance for awarding institutions on teacher roles and initial teaching qualifications

Units of assessment for the fully integrated route

August 2007

Units of assessment for the fully integrated route

Contents

Units of assessment for the fully integrated route – Literacy

Literacy

UNIT TITLE: **Preparing to teach in the lifelong learning sector**

LEVEL: **Four**

CREDIT VALUE: **6**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own role, responsibilities and boundaries of role in relation to teaching	1.1 Review own role and responsibilities, and boundaries of own role as a teacher 1.2 Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context 1.3 Review other points of referral available to meet the potential needs of learners 1.4 Discuss issues of equality and diversity, and ways to promote inclusion 1.5 Justify the need for record keeping
2. Understand appropriate teaching and learning approaches in the specialist area	2.1 Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area 2.2 Evaluate a range of ways to embed elements of functional skills in the specialist area 2.3 Evaluate the teaching and learning approaches for a specific session
3. Demonstrate session planning skills	3.1 Plan a teaching and learning session which meets the needs of individual learners 3.2 Evaluate how the planned session meets the needs of individual learners 3.3 Analyse the effectiveness of the resources for a specific session
4. Understand how to deliver inclusive sessions which motivate learners	4.1 Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners 4.3 Explain different methods of giving feedback 4.4 Demonstrate good practice in giving feedback 4.5 Communicate appropriately and effectively with learners 4.6 Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate
5. Understand the use of different assessment methods	5.1 Review a range of different assessment methods 5.2 Evaluate the use of assessment methods in different

and the need for record keeping		contexts, including reference to initial assessment
	5.3	Justify the need for record keeping in relation to assessment

UNIT TITLE: **Planning and enabling learning (Literacy)**

LEVEL: **Four**

CREDIT VALUE: **9**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand ways to negotiate appropriate individual goals with learners	1.1. Analyse the role of initial assessment in the learning and teaching process
	1.2. Describe and evaluate different methods of initial assessment for use with learners
	1.3. Evaluate ways of planning, negotiating and recording appropriate learning goals with learners
2. Understand how to plan for inclusive learning	2.1. Establish and maintain an inclusive learning environment.
	2.2. Devise and justify a scheme of work which meets learners' needs and curriculum requirements
	2.3. Devise and justify session plans which meet the aims and needs of individual learners and/or groups
	2.4. Analyse ways in which session plans can be adapted to the individual needs of learners
	2.5. Plan the appropriate use of a variety of delivery methods, justifying the choice
	2.6. Identify and evaluate opportunities for learners to provide feedback to inform practice
3. Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements	3.1. Select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met
	3.2. Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning
	3.3. Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement
	3.4. Select / adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching

4. Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation	4.1. Use and evaluate different communication methods and skills to meet the needs of learners and the organisation
	4.2. Evaluate own communication skills, identifying ways in which these could be improved including an analysis of how barriers to effective communication might be overcome
	4.3. Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners
5. Understand and demonstrate knowledge of the minimum core in own practice	5.1. Apply minimum core specifications in literacy to improve own practice
	5.2. Apply minimum core specifications in language to improve own practice
	5.3. Apply minimum core specifications in mathematics to improve own practice
	5.4. Apply minimum core specifications in ICT user skills to improve own practice
5. Understand how reflection, evaluation and feedback can be used to develop own good practice	5.1. Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate

Evidence Category	English Application Referencing
Primary Evidence	A1.En, A2.En, A3.En, A5.En, B1.En, B2. En, B3.En, B4.En, B5.En, B6.En, B7.En, B8.En, 9.En, B10.En, B11.En, B12.En, B13.En, D1.En, D2.En, D3.En, D4.En, F1.En, F2.En, F4.En
Secondary Evidence	C1. En, C5. En, C16.En, C21.En, C22.En, C23.En

UNIT TITLE: **Enabling learning and assessment (Literacy)**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand theories, principles and applications of formal and informal assessment and their roles in learning and evaluation	1.1. Analyse the application of theories and principles of assessment in relation to practice in own specialist area 1.2. Analyse the role of assessment in evaluation and quality processes
2. Understand the significance of equality and diversity issues for the assessment of learning	2.1. Critically discuss the implications of equality and diversity issues in assessment for teachers and learners
3. Understand and demonstrate how to plan/design and conduct formal and informal assessment to enable learning and progression	3.1. Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate 3.2. Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area 3.3. Establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success 3.4. Record, and report on learner progress and achievement, using organisational and/or awarding institution protocols and procedures as required
4. Understand and demonstrate how to give effective feedback to promote learner progress and achievement	4.1. Justify and use appropriate skills and approaches in giving verbal and written feedback to learners 4.2. Justify and use appropriate skills and approaches to negotiate targets and strategies for improvement and success for learners
5. Understand and demonstrate knowledge of the minimum core in own practice	5.5. Apply minimum core specifications in literacy to improve own practice 5.6. Apply minimum core specifications in language to improve own practice 5.7. Apply minimum core specifications in mathematics to improve own practice 5.8. Apply minimum core specifications in ICT user skills to improve own practice

6. Understand how to evaluate and improve own assessment practice	6.1.	Evaluate and improve the design and effectiveness of formal and informal assessment procedures, methods and instruments, using feedback from learners and appropriate others and referring to relevant theories of learning
	6.2.	Evaluate own approaches, strengths and development needs in relation to assessment
	6.3.	Plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment

Evidence Category	English Application Referencing
Primary Evidence	E1.En, E2.En, E3.En, E4.En, E5.En
Secondary Evidence	A1.En, A3.En, A5.En, B1.En, B13.En, C16.En, F1.En, F2.En, F4.En

UNIT TITLE: **Theories and principles for planning and enabling learning (Literacy)**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the application of theories and principles of learning and communication to inclusive practice	1.1. Identify factors affecting learning and explain the potential impact of these on learner achievement 1.2. Explain ways in which theories and principles of learning and communication can be applied to promote inclusive practice
2. Understand how to apply theories and principles of learning and communication in planning and enabling inclusive learning	2.1. Justify the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning 2.2. Apply up to date knowledge of own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements 2.3. Use and justify a range of inclusive activities and resources, including new and emerging technologies, to promote and maintain an inclusive learning environment 2.4. Use and justify a range of skills and methods to communicate effectively with learners and relevant others in the organisation
3. Understand and demonstrate knowledge of the minimum core in own practice	3.1. Apply minimum core specifications in literacy to improve own practice 3.2. Apply minimum core specifications in language to improve own practice 3.3. Apply minimum core specifications in mathematics to improve own practice 3.4. Apply minimum core specifications in ICT user skills to improve own practice
4. Understand and demonstrate how to evaluate and improve own practice, with reference to theories and principles of learning and communication	4.1. Evaluate own strengths and development needs in relation to the application of theories and principles of learning and communication 4.2. Identify ways to adapt and improve own practice with reference to theories and principles of learning and communication drawing on feedback from learners 4.3. Plan and take up opportunities to develop and improve own performance in integrating theory into practice

Evidence Category	English Application Referencing
Primary Evidence	B2.En, B3.En, B13.En, D1.En, D2.En, D3.En, D4.En
Secondary Evidence	A1.En, A3. En, B10.En, B11.En, B13.En, C11.En, C13.En, D2.En,

UNIT TITLE: **Curriculum development for inclusive practice (Literacy)**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the range of contexts in which education and training are offered in the lifelong learning sector	1.1 Analyse ways in which the curriculum offer might differ according to the educational/ training context 1.2 Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice
2. Understand theories, principles and models of curriculum design and implementation and their impact on teaching and learning	2.2 Analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups 2.3 Analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners
3. Understand the significance of equality and diversity for curriculum design, and take opportunities to promote equality within practice	3.1 Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design 3.2 Analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area 3.3 Explain ways to challenge discriminatory behaviours where they occur in the learning environment
4. Understand and demonstrate how to apply theories, principles and models to curriculum development and practice	4.1 Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study 4.2 Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented
5. Understand how to evaluate and improve own practice in inclusive curriculum design and development	5.1 Analyse how theories, principles and models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist area 5.2 Evaluate own approaches, strengths and development needs, in relation to inclusive curriculum design and development. 5.3 Plan and take up opportunities to develop and improve own learning and practice in curriculum design and development

Evidence Category	English Application Referencing
Primary Evidence	A3.En, B2.En, B3.En, F4.En
Secondary Evidence	A1.En, C11.En, C12.En, C13.En, C14.En, D1.En, D3.En

UNIT TITLE: **Continuing personal and professional development**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of the teacher in the lifelong learning sector	1.1 Analyse and compare different teaching roles and contexts in the lifelong learning sector 1.2 Evaluate own role and responsibilities with reference to area of specialism and as part of a team 1.3 Analyse the impact of own beliefs, assumptions and behaviours on learners and others 1.4 Analyse the impact of own professional, personal, interpersonal skills, including literacy, numeracy and ICT skills, on learners and others
2. Understand theories and principles of reflective practice, and models of continuing personal and professional development	2.1 Analyse and compare relevant theories, principles and models of reflective practice 2.2 Explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner
3. Understand own need for continuous personal and professional self development	3.1 Evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs 3.2 Use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills 3.3 Plan appropriate opportunities to address own identified learning needs
4. Understand and demonstrate ways in which engagement in CPPD activities has improved own practice	4.1 Identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area 4.2 Evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

Units of assessment for the fully integrated route – Literacy

UNIT TITLE: Wider professional practice

LEVEL: Five

CREDIT VALUE: 15

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the concept of professionalism and core professional values for teachers in the lifelong learning sector	1.1	Discuss key aspects of professionalism in the context of the lifelong learning sector
	1.2	Explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice
	1.3	Discuss the contribution of learning to personal development, economic growth and community regeneration
	1.4	Analyse the impact of own professional values and judgments on teaching and learning
2. Understand key issues in relation to professional conduct and accountability in the lifelong learning sector	2.1	Discuss the implications and impact of government policies on teaching and learning in the lifelong learning sector
	2.2	Discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the lifelong learning sector
	2.3	Interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism
	2.4	Analyse own responsibilities in relation to the above
3. Understand and apply principles of evaluation, quality assurance and quality improvement	3.1	Review and compare a range of principles and approaches to evaluation
	3.2	Explain differences and the relationship between evaluation and assessment
	3.3	Analyse the role of evaluation within quality assurance to inform and promote quality improvement
4. Understand and demonstrate how to contribute to QA and QI systems and procedures	4.1	Work with others to develop and improve the effectiveness of evaluation processes
	4.2	Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s)
5. Understand how to evaluate and improve own wider professional practice	5.1	Evaluate own approaches, strengths and development needs, in relation to professional practice
	5.2	Plan and take up opportunities to develop and improve own wider professional practice

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

UNIT TITLE: **Literacy, ESOL and the learners**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The leaner will:	Assessment Criteria The learner can:		English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2	Discuss the ways in which language and literacy use can vary according to context	C4.En C7.En
	1.3	Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence literacy and language acquisition, learning and use	2.1	Discuss how language and literacy are acquired and learnt	C11.En C12.En
	2.2	Analyse the personal, social and cultural factors influencing literacy and ESOL learners' literacy and language use	A1.En C1.En C5.En C22.En C23.En
	2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy learning and teaching	A3.En

3.	Demonstrate a knowledge and understanding of language change	3.1	Discuss reasons for language change in both spoken and written English	C4.En
		3.2	Identify and analyse recent changes in the use of spoken language at discourse, sentence and word level	C4.En C7.En C8.En C9.En C10.En
		3.3	Identify and analyse changes in the use of written language at text, sentence and word level	C4.En C7.En C8.En C9.En C10.En
		3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change	C4.En C6.En
4.	Demonstrate a knowledge and understanding of the relationship between language and social processes	4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships	C2.En
		4.2	Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations	C3.En C7.En C8.En C9.En

UNIT TITLE: **Literacy and the learners**

LEVEL: **Four**

CREDIT UNIT: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2 Discuss the ways in which language and literacy use can vary according to context	C4.En C5.En C7.En
	1.3 Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence literacy and language learning and development	2.1 Discuss how language and literacy are acquired and learnt	C11.En C13.En
	2.2 Analyse the personal, social and cultural factors influencing literacy learners' development of spoken and written language	A1.En C1.En C5.En C22.En C23.En
	2.3 Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning	A3.En

3.	Demonstrate a knowledge and understanding of language change	3.1	Discuss reasons for language change in both spoken and written English	C4.En
		3.2	Identify and analyse changes in the use of spoken language at discourse, sentence and word level	C4.En C7.En C8.En C9.En C10.En
		3.3	Identify and analyse changes in the use of written language at text, sentence and word level	C4.En C7.En C8.En C9.En C10.En
		3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change	C4.En C6.En
4.	Demonstrate a knowledge and understanding of the relationship between language and social processes	4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships	C2.En
		4.2	Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations	C3.En C7.En C8.En C9.En

UNIT TITLE: **Literacy theories and frameworks**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes

Learning Outcomes The learner will:	Assessment Criteria The learner can:		English application document elements
1. Demonstrate a knowledge and understanding of theories and principles relating to language acquisition and learning	1.1	Review theories of first language acquisition and second language acquisition and learning	C13.En
	1.2	Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning	C14.En
2. Demonstrate a knowledge and understanding of theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development	C11.En
	2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development	C12.En
3. Demonstrate a knowledge and understanding of how language can be described and analysed	3.1	Review the range of ways in which language can be described	C6.En
	3.2	Analyse written and spoken language at text and discourse level	C7.En C10.En
	3.3	Analyse written and spoken language at sentence and phrase level	C8.En C10.En
	3.4	Analyse written and spoken language at word level	C9.En C10.En
4. Demonstrate a knowledge and understanding of the processes involved in reading, writing, speaking and listening	4.1	Analyse the processes involved in reading and writing for literacy learners	C18.En C20.En
	4.2	Analyse the processes involved in speaking and listening for literacy learners	C17.En C19.En
	4.3	Discuss the mutual dependence of reading, listening, writing and speaking in literacy and language development	C15.En C16.En

Units of assessment for the fully integrated route – Literacy

ESOL

UNIT TITLE: **Preparing to teach in the lifelong learning sector**

LEVEL: **Four**

CREDIT VALUE: **6**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand own role, responsibilities and boundaries of role in relation to teaching	1.1	Review own role and responsibilities, and boundaries of own role as a teacher
	1.2	Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context
	1.3	Review other points of referral available to meet the potential needs of learners
	1.4	Discuss issues of equality and diversity, and ways to promote inclusion
	1.5	Justify the need for record keeping
2. Understand appropriate teaching and learning approaches in the specialist area	2.1	Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area
	2.2	Evaluate a range of ways to embed elements of functional skills in the specialist area
	2.3	Evaluate the teaching and learning approaches for a specific session
3. Demonstrate session planning skills	3.1	Plan a teaching and learning session which meets the needs of individual learners
	3.2	Evaluate how the planned session meets the needs of individual learners
	3.3	Analyse the effectiveness of the resources for a specific session
4. Understand how to deliver inclusive sessions which motivate learners	4.1	Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others
	4.2	Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners
	4.3	Explain different methods of giving feedback
	4.4	Demonstrate good practice in giving feedback
	4.5	Communicate appropriately and effectively with learners
	4.6	Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate
5. Understand the use of	5.1	Review a range of different assessment methods

| different assessment methods and the need for record keeping | 5.2 | Evaluate the use of assessment methods in different contexts, including reference to initial assessment |
| | 5.3 | Justify the need for record keeping in relation to assessment |

UNIT TITLE: **Planning and enabling learning (ESOL)**

LEVEL: **Four**

CREDIT VALUE: **9**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand ways to negotiate appropriate individual goals with learners	1.1	Analyse the role of initial assessment in the learning and teaching process
	1.2	Describe and evaluate different methods of initial assessment for use with learners
	1.3	Evaluate ways of planning, negotiating and recording appropriate learning goals with learners
2. Understand how to plan for inclusive learning	2.1	Establish and maintain an inclusive learning environment
	2.2	Devise and justify a scheme of work which meets learners' needs and curriculum requirements
	2.3	Devise and justify session plans which meet the aims and needs of individual learners and/or groups
	2.4	Analyse ways in which session plans can be adapted to the individual needs of learners
	2.5	Plan the appropriate use of a variety of delivery methods, justifying the choice
	2.6	Identify and evaluate opportunities for learners to provide feedback to inform practice
3. Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements	3.1	Select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met
	3.2	Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning
	3.3	Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement
	3.4	Select / adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching

4. Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation	4.1	Use and evaluate different communication methods and skills to meet the needs of learners and the organisation
	4.2	Evaluate own communication skills, identifying ways in which these could be improved including an analysis of how barriers to effective communication might be overcome
	4.3	Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners
5. Understand and demonstrate knowledge of the minimum core in own practice	5.1	Apply minimum core specifications in literacy to improve own practice
	5.2	Apply minimum core specifications in language to improve own practice
	5.3	Apply nminimum core specifications in mathematics to improve own practice
	5.4	Apply minimum core specifications in ICT user skills to improve own practice
6. Understand how reflection, evaluation and feedback can be used to develop own good practice	6.1	Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate

Evidence Category	English Application Referencing
Primary Evidence	A1.En, A2.En, A3.En, A5.En, B1.En, B2. En, B3.En, B4.En, B5.En, B6.En, B7.En, B8.En, B9.En, B10.En, B11.En, B12.En, B13.En, D1.En, D2.En, D3.En, D4.En, F1.En, F2.En, F4.En
Secondary Evidence	C1. En, C5. En, C16.En, C21.En, C22.En, C23.En

UNIT TITLE: **Enabling learning and assessment (ESOL)**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand theories, principles and applications of formal and informal assessment and their roles in learning and evaluation	1.1 Analyse the application of theories and principles of assessment in relation to practice in own specialist area 1.2 Analyse the role of assessment in evaluation and quality processes
2. Understand the significance of equality and diversity issues for the assessment of learning	2.1 Critically discuss the implications of equality and diversity issues in assessment for teachers and learners
3. Understand and demonstrate how to plan/design and conduct formal and informal assessment to enable learning and progression	3.1 Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate 3.2 Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area 3.3 Establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success 3.4 Record, and report on learner progress and achievement, using organisational and/or awarding institution protocols and procedures as required
4. Understand and demonstrate how to give effective feedback to promote learner progress and achievement	4.1 Justify and use appropriate skills and approaches in giving verbal and written feedback to learners 4.2 Justify and use appropriate skills and approaches to negotiate targets and strategies for improvement and success for learners
5. Understand and demonstrate knowledge of the minimum core in own practice	5.1 Apply minimum core specifications in literacy to improve own practice 5.2 Apply minimum core specifications in language to improve own practice 5.3 Apply minimum core specifications in mathematics to improve own practice 5.4 Apply minimum core specifications in ICT user skills to improve own practice

6. Understand how to evaluate and improve own assessment practice	1.1	Evaluate and improve the design and effectiveness of formal and informal assessment procedures, methods and instruments, using feedback from learners and appropriate others and referring to relevant theories of learning
	1.2	Evaluate own approaches, strengths and development needs in relation to assessment
	1.3	Plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment

Evidence Category	English Application Referencing
Primary Evidence	E1.En, E2.En, E3.En, E4.En, E5.En
Secondary Evidence	A1.En, A3.En, A5.En, B1.En, B13.En, C16.En, F1.En, F2.En, F4.En

UNIT TITLE: **Theories and principles for planning and enabling learning (ESOL)**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the application of theories and principles of learning and communication to inclusive practice	1.1 Identify factors affecting learning and explain the potential impact of these on learner achievement 1.2 Explain ways in which theories and principles of learning and communication can be applied to promote inclusive practice
2. Understand how to apply theories and principles of learning and communication in planning and enabling inclusive learning	2.1 Justify the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning 2.2 Apply up to date knowledge of own 2.3 specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements 2.4 Use and justify a range of inclusive 2.5 activities and resources, including new and emerging technologies, to promote and maintain an inclusive learning environment 2.6 Use and justify a range of skills and 2.7 methods to communicate effectively with learners and relevant others in the organisation
3. Understand and demonstrate knowledge of the minimum core in own practice	3.1 Apply minimum core specifications in literacy to improve own practice 3.2 Apply minimum core specifications in language to improve own practice 3.3 Apply minimum core specifications in mathematics to improve own practice 3.4 Apply minimum core specifications in ICT user skills to improve own practice

4. Understand and demonstrate how to evaluate and improve own practice, with reference to theories and principles of learning and communication	4.1	Evaluate own strengths and development needs in relation to the application of theories and principles of learning and communication
	4.2	Identify ways to adapt and improve own practice with reference to theories and principles of learning and communication drawing on feedback from learners
	4.3	Plan and take up opportunities to develop and improve own performance in integrating theory into practice

Evidence Category	English Application Referencing
Primary Evidence	B2.En, B3.En, B13.En, D1.En, D2.En, D3.En, D4.En
Secondary Evidence	A1.En, A3. En, B10.En, B11.En, B13.En, C11.En, C13.En, D2.En,

UNIT TITLE: **Curriculum development for inclusive practice (ESOL)**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the range of contexts in which education and training are offered in the lifelong learning sector	1.1 Analyse ways in which the curriculum offer might differ according to the educational/ training context 1.2 Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice
2. Understand theories, principles and models of curriculum design and implementation and their impact on teaching and learning	2.1 Analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups 2.2 Analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners
3. Understand the significance of equality and diversity for curriculum design, and take opportunities to promote equality within practice	3.1 Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design 3.2 Analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area 3.3 Explain ways to challenge discriminatory behaviours where they occur in the learning environment
4. Understand and demonstrate how to apply theories, principles and models to curriculum development and practice	4.1 Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study 4.2 Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented
5. Understand how to evaluate and improve own practice in inclusive curriculum design and development	5.1 Analyse how theories, principles and 5.2 models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist area 5.3 Evaluate own approaches, strengths and development needs, , in relation to inclusive curriculum design and development 5.4 Plan and take up opportunities to develop and improve own learning and practice in curriculum design and development

Evidence Category	English Application Referencing
Primary Evidence	A3.En, B2.En, B3.En, F4.En
Secondary Evidence	A1.En, C11.En, C12.En, C13.En, C14.En, D1.En, D3.En

Units of assessment for the fully integrated route – ESOL

UNIT TITLE: **Continuing personal and professional development**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of the teacher in the lifelong learning sector	1.1 Analyse and compare different teaching roles and contexts in the lifelong learning sector 1.2 Evaluate own role and responsibilities with reference to area of specialism and as part of a team 1.3 Analyse the impact of own beliefs, assumptions and behaviours on learners and others 1.4 Analyse the impact of own professional, personal, interpersonal skills, including literacy, numeracy and ICT skills, on learners and others
2. Understand theories and principles of reflective practice, and models of continuing personal and professional development	2.1 Analyse and compare relevant theories, principles and models of reflective practice 2.2 Explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner
3. Understand own need for continuous personal and professional self development	3.1 Evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs 3.2 Use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills 3.3 Plan appropriate opportunities to address own identified learning needs
4. Understand and demonstrate ways in which engagement in CPPD activities has improved own practice	4.1 Identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area 4.2 Evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

Units of assessment for the fully integrated route – ESOL

UNIT TITLE: **Wider professional practice**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the concept of professionalism and core professional values for teachers in the lifelong learning sector	1.1	Discuss key aspects of professionalism in the context of the lifelong learning sector
	1.2	Explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice
	1.3	Discuss the contribution of learning to personal development, economic growth and community regeneration
	1.4	Analyse the impact of own professional values and judgements on teaching and learning
2. Understand key issues in relation to professional conduct and accountability in the lifelong learning sector	2.1	Discuss the implications and impact of government policies on teaching and learning in the lifelong learning sector
	2.2	Discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the lifelong learning sector
	2.3	Interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism
	2.4	Analyse own responsibilities in relation to the above
3. Understand and apply principles of evaluation, quality assurance and quality improvement	3.1	Review and compare a range of principles and approaches to evaluation
	3.2	Explain differences and the relationship between evaluation and assessment
	3.3	Analyse the role of evaluation within quality assurance to inform and promote quality improvement
4. Understand and demonstrate how to contribute to QA and QI systems and procedures	4.1	Work with others to develop and improve the effectiveness of evaluation processes
	4.2	Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s)
5. Understand how to evaluate and improve own wider professional practice	5.1	Evaluate own approaches, strengths and development needs, in relation to professional practice
	5.2	Plan and take up opportunities to develop and improve own wider professional practice

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

Units of assessment for the fully integrated route – ESOL

UNIT TITLE: **Literacy, ESOL and the learners**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2 Discuss the ways in which language and literacy use can vary according to context	C4.En C7.En
	1.3 Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence literacy and language acquisition, learning and use	2.1 Discuss how language and literacy are acquired and learnt	C11.En C13.En
	2.2 Analyse the personal, social and cultural factors influencing literacy and ESOL learners' literacy and language use	A1.En C1.En C5.En C22.En C23.En
	2.3 Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning	A3.En

3.	Demonstrate a knowledge and understanding of language change	3.1	Discuss reasons for language change in both spoken and written English	C4.En
		3.2	Identify and analyse changes in the use of spoken language at discourse, phrase and word level	C4.En C7.En C8.En C9.En C10.En
		3.3	Identify and analyse changes in the use of written language at text, sentence and word level	C4.En C7.En C8.En C9.En C10.En
		3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change	C4.En C6.En
4.	Demonstrate a knowledge and understanding of the relationship between language and social processes	4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships	C2.En
		4.2	Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations	C3.En C7.En C8.En C9.En

Units of assessment for the fully integrated route – ESOL

UNIT TITLE: **ESOL and the learners**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2	Discuss the ways in which language and literacy use can vary according to context	C4.En C7.En
	1.3	Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence language and literacy acquisition and learning	2.1	Discuss how language and literacy are acquired and learnt	C11.En C13.En
	2.2	Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning	A1.En C1.En C5.En C22.En C23.En
	2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy learning and teaching	A3.En

3. Demonstrate a knowledge and understanding of language change	3.1	Discuss reasons for language change in both spoken and written English	C4.En
	3.2	Identify and analyse changes in the use of spoken language at discourse, sentence and word level	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	3.3	Identify and analyse changes in the use of written language at text, sentence and word level	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change	C4.En C6.En
4. Demonstrate a knowledge and understanding of the relationship between language and social processes	4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships	C2.En
	4.2	Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations	C3.En C7.En C8.En C9.En

UNIT TITLE: **ESOL theories and frameworks**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		English application document elements
1. Demonstrate a knowledge and understanding of theories and principles relating to language acquisition and learning	1.1	Review theories of first language acquisition and second language acquisition and learning	C13.En
	1.2	Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning	C14.En
2. Demonstrate a knowledge and understanding of theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development	C11.En
	2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development	C12.En

3. Demonstrate a knowledge and understanding of how language can be described and analysed	3.1	Analyse the range of ways in which language can be described, including significant differences between the description and conventions of English and other languages	C6.En
	3.2	Recognise a range of descriptive and prescriptive approaches to language analysis	C6.En
	3.3	Analyse spoken and written English at discourse and text level	C7.En C10.En
	3.4	Analyse spoken and written English at phrase and sentence level	C8.En C10.En
	3.5	Analyse spoken and written English at word level	C9.En C10.En
	3.6	Analyse the phonological features of spoken English, with reference to the communication needs of ESOL learners	C10.En
	3.7	Use key grammatical, lexical and phonological terms appropriately	C6.En
4. Demonstrate a knowledge and understanding of the processes involved in listening, reading, speaking and writing	4.1	Analyse the processes involved in listening and speaking for ESOL learners	C17.En C19.En
	4.2	Analyse the processes involved in reading and writing for ESOL learners	C18.En C20.En
	4.3	Discuss the mutual dependence of reading, listening, writing and speaking in language and literacy development	C15.En C16.En

Numeracy

UNIT TITLE: **Preparing to teach in the lifelong learning sector**

LEVEL: **Four**

CREDIT VALUE: **6**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own role, responsibilities and boundaries of role in relation to teaching	1.1 Review own role and responsibilities, and boundaries of own role as a teacher 1.2 Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context 1.3 Review other points of referral available to meet the potential needs of learners 1.4 Discuss issues of equality and diversity, and ways to promote inclusion 1.5 Justify the need for record keeping
2. Understand appropriate teaching and learning approaches in the specialist area	2.1 Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area 2.2 Evaluate a range of ways to embed elements of functional skills in the specialist area 2.3 Evaluate the teaching and learning approaches for a specific session
3. Demonstrate session planning skills	3.1 Plan a teaching and learning session which meets the needs of individual learners 3.2 Evaluate how the planned session meets the needs of individual learners 3.3 Analyse the effectiveness of the resources for a specific session
4. Understand how to deliver inclusive sessions which motivate learners	4.1 Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners 4.3 Explain different methods of giving feedback 4.4 Demonstrate good practice in giving feedback 4.5 Communicate appropriately and effectively with learners 4.6 Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate
5. Understand the use of	5.1 Review a range of different assessment methods

| different assessment methods and the need for record keeping | 5.2 | Evaluate the use of assessment methods in different contexts, including reference to initial assessment |
| | 5.3 | Justify the need for record keeping in relation to assessment |

UNIT TITLE: **Planning and enabling learning (Numeracy)**

LEVEL: **Four**

CREDIT VALUE: **9**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand ways to negotiate appropriate individual goals with learners	1.1	Analyse the role of initial assessment in the learning and teaching process
	1.2	Describe and evaluate different methods of initial assessment for use with learners
	1.3	Evaluate ways of planning, negotiating and recording appropriate learning goals with learners
2. Understand how to plan for inclusive learning	2.1	Establish and maintain an inclusive learning environment
	2.2	Devise and justify a scheme of work which meets learners' needs and curriculum requirements
	2.3	Devise and justify session plans which meet the aims and needs of individual learners and/or groups
	2.4	Analyse ways in which session plans can be adapted to the individual needs of learners
	2.5	Plan the appropriate use of a variety of delivery methods, justifying the choice
	2.6	Identify and evaluate opportunities for learners to provide feedback to inform practice
3. Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements	3.1	Select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met
	3.2	Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning
	3.3	Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement
	3.4	Select / adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching

4. Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation	4.1 Use and evaluate different communication methods and skills to meet the needs of learners and the organisation
	4.2 Evaluate own communication skills, identifying ways in which these could be improved including an analysis of how barriers to effective communication might be overcome
	4.3 Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners
5. Understand and demonstrate knowledge of the minimum core in own practice	5.1 Apply minimum core specifications in literacy to improve own practice
	5.2 Apply minimum core specifications in language to improve own practice
	5.3 Apply minimum core specifications in mathematics to improve own practice
	5.4 Apply minimum core specifications in ICT user skills to improve own practice
5. Understand how reflection, evaluation and feedback can be used to develop own good practice	5.1 Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate

Evidence Category	Mathematics Application Referencing
Primary Evidence	A3.Ma, B1.Ma, B2.Ma, B7.Ma, B8.Ma, B10.Ma, C5.Ma, D1.Ma, D2.Ma, D3.Ma, D4.Ma, E1.Ma, E4.Ma, E5.Ma, E6.Ma, F1.Ma, F2.Ma, F4.Ma
Secondary Evidence	B6.Ma, C15.Ma, C17.Ma, C18.Ma

UNIT TITLE: **Enabling learning and assessment (Numeracy)**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand theories, principles and applications of formal and informal assessment and their roles in learning and evaluation	1.1 Analyse the application of theories and principles of assessment in relation to practice in own specialist area 1.2 Analyse the role of assessment in evaluation and quality processes
2. Understand the significance of equality and diversity issues for the assessment of learning	2.1 Critically discuss the implications of equality and diversity issues in assessment for teachers and learners
3. Understand and demonstrate how to plan/design and conduct formal and informal assessment to enable learning and progression	3.1 Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate 3.2 Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area 3.3 Establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success 3.4 Record, and report on learner progress and achievement, using organisational and/or awarding institution protocols and procedures as required
4. Understand and demonstrate how to give effective feedback to promote learner progress and achievement	4.1 Justify and use appropriate skills and approaches in giving verbal and written feedback to learners 4.2 Justify and use appropriate skills and approaches to negotiate targets and strategies for improvement and success for learners
5. Understand and demonstrate knowledge of the minimum core in own practice	5.1 Apply minimum core specifications in literacy to improve own practice 5.2 Apply minimum core specifications in language to improve own practice 5.3 Apply minimum core specifications in mathematics to improve own practice 5.4 Apply minimum core specifications in ICT user skills to improve own practice

6. Understand how to evaluate and improve own assessment practice	6.1	Evaluate and improve the design and effectiveness of formal and informal assessment procedures, methods and instruments, using feedback from learners and appropriate others and referring to relevant theories of learning
	6.2	Evaluate own approaches, strengths and development needs in relation to assessment
	6.3	Plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment

Evidence Category	Mathematics Application Referencing
Primary Evidence	B2.Ma, E1.Ma, E2.Ma, E3.Ma, E4.Ma, E5.Ma, E6.Ma
Secondary Evidence	A3.Ma, A4.Ma, A5.Ma, A6.Ma, B1.Ma, B5.Ma, B6.Ma, B7.Ma, B8.Ma, B9.Ma, B10.Ma, C2.Ma, C4.Ma, C5.Ma, C6.Ma, C7.Ma, C8.Ma, C9.Ma, C10.Ma, C15.Ma, C16.Ma, C17.Ma, C18.Ma, D3.Ma, F1.Ma, F2.Ma, F4.Ma

UNIT TITLE: **Theories and principles for planning and enabling learning (Numeracy)**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the application of theories and principles of learning and communication to inclusive practice	1.1 Identify factors affecting learning and explain the potential impact of these on learner achievement 1.2 Explain ways in which theories and principles of learning and communication can be applied to promote inclusive practice
2. Understand how to apply theories and principles of learning and communication in planning and enabling inclusive learning	2.1 Justify the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning 2.2 Apply up to date knowledge of own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements 2.3 Use and justify a range of inclusive activities and resources, including new and emerging technologies, to promote and maintain an inclusive learning environment 2.4 Use and justify a range of skills and methods to communicate effectively with learners and relevant others in the organization
3. Understand and demonstrate knowledge of the minimum core in own practice	3.1 Apply minimum core specifications in literacy to improve own practice 3.2 Apply minimum core specifications in language to improve own practice 3.3 Apply minimum core specifications in mathematics to improve own practice 3.4 Apply minimum core specifications in ICT user skills to improve own practice
4. Understand and demonstrate how to evaluate and improve own practice, with reference to theories and principles of learning and communication	4.1 Evaluate own strengths and development needs in relation to the application of theories and principles of learning and communication 4.2 Identify ways to adapt and improve own practice with reference to theories and principles of learning and communication drawing on feedback from learners 4.3 Plan and take up opportunities to develop and improve own performance in integrating theory into practice

Evidence Category	Mathematics Application Referencing
Primary Evidence	A3.Ma, B7.Ma, B10.Ma, C15.Ma, C19.Ma, C20.Ma D1.Ma, D2.Ma, D4.Ma
Secondary Evidence	A1.Ma, A2.Ma, A4.Ma, A5.Ma, A6.Ma, B1.Ma, B2.Ma, B3.Ma, B4.Ma, B5.Ma, B6.Ma, B8.Ma, B9.Ma, B10.Ma C1.Ma, C2.Ma, C3.Ma, C4.Ma, C5.Ma, C7.Ma, C8.Ma, C9.Ma, C10.Ma, C11.Ma, C12.Ma, C13.Ma, C14.Ma, C16.Ma C17.Ma, C18.Ma,

UNIT TITLE: **Curriculum development for inclusive practice (Numeracy)**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the range of contexts in which education and training are offered in the lifelong learning sector	1.1 Analyse ways in which the curriculum offer might differ according to the educational/ training context 1.2 Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice
2. Understand theories, principles and models of curriculum design and implementation and their impact on teaching and learning	2.1 Analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups 2.2 Analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners
3. Understand the significance of equality and diversity for curriculum design, and take opportunities to promote equality within practice	3.1 Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design 3.2 Analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area 3.3 Explain ways to challenge discriminatory behaviours where they occur in the learning environment
4. Understand and demonstrate how to apply theories, principles and models to curriculum development and practice	4.1 Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study 4.2 Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented
5. Understand how to evaluate and improve own practice in inclusive curriculum design and development	5.1 Analyse how theories, principles and models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist area 5.2 Evaluate own approaches, strengths and development needs, , in relation to inclusive curriculum design and development 5.3 Plan and take up opportunities to develop and improve own learning and practice in curriculum design and development

Evidence Category	Mathematics Application Referencing
Primary Evidence	A3.Ma, B1.Ma, B2.Ma, B8.Ma, D1.Ma, D4.Ma
Secondary Evidence	A1.Ma, A2.Ma, A4.Ma, A5.Ma, A6.Ma B3.Ma, B4.Ma, B5.Ma C5.Ma, C6.Ma, C7.Ma, C8.Ma, C9.Ma, C10.Ma, C11.Ma, C12.Ma, C20.Ma D2.Ma,

UNIT TITLE: **Continuing personal and professional development**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of the teacher in the lifelong learning sector	1.1 Analyse and compare different teaching roles and contexts in the lifelong learning sector 1.2 Evaluate own role and responsibilities with reference to area of specialism and as part of a team 1.3 Analyse the impact of own beliefs, assumptions and behaviours on learners and others 1.4 Analyse the impact of own professional, personal, interpersonal skills, including literacy, numeracy and ICT skills, on learners and others
2. Understand theories and principles of reflective practice, and models of continuing personal and professional development	2.1 Analyse and compare relevant theories, principles and models of reflective practice 2.2 Explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner
3. Understand own need for continuous personal and professional self development	3.1 Evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs 3.2 Use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills 3.3 Plan appropriate opportunities to address own identified learning needs
4. Understand and demonstrate ways in which engagement in CPPD activities has improved own practice	4.1 Identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area 4.2 Evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed as primary evidence within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

Units of assessment for the fully integrated route – Numeracy

UNIT TITLE: **Wider professional practice**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the concept of professionalism and core professional values for teachers in the lifelong learning sector	1.1 Discuss key aspects of professionalism in the context of the lifelong learning sector 1.2 Explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice 1.3 Discuss the contribution of learning to personal development, economic growth and community regeneration 1.4 Analyse the impact of own professional values and judgements on teaching and learning
2. Understand key issues in relation to professional conduct and accountability in the lifelong learning sector	2.1 Discuss the implications and impact of government policies on teaching and learning in the lifelong learning sector 2.2 Discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the lifelong learning sector 2.3 Interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism 2.4 Analyse own responsibilities in relation to the above
3. Understand and apply principles of evaluation, quality assurance and quality improvement	3.1 Review and compare a range of principles and approaches to evaluation 3.2 Explain differences and the relationship between evaluation and assessment 3.3 Analyse the role of evaluation within quality assurance to inform and promote quality improvement
4. Understand and demonstrate how to contribute to QA and QI systems and procedures	4.1 Work with others to develop and improve the effectiveness of evaluation processes 4.2 Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s)
5. Understand how to evaluate and improve own wider professional practice	5.1 Evaluate own approaches, strengths and development needs, in relation to professional practice 5.2 Plan and take up opportunities to develop and improve own wider professional practice

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed as primary evidence within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

UNIT TITLE: **Numeracy and the learners**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Mathematics application document elements
1. Demonstrate knowledge and understanding of the impact of learner background and popular perceptions of mathematics and their roles on mathematics and numeracy learning	1.1	Analyse the role of mathematics and numeracy in the world at large	C12.Ma
	1.2	Discuss public/popular perceptions of mathematics and numeracy and the impact on the learner	C13.Ma
	1.3	Justify the importance of encouraging learners to make links between their numeracy development and other areas of their personal development	F3.Ma A2.Ma
	1.4	Analyse the impact of learners' backgrounds and needs on numeracy learning	C16.Ma B1.Ma
	1.5	Evaluate approaches to mathematics and numeracy assessment which take into account learner backgrounds	E3.Ma
2. Demonstrate knowledge and understanding of how to identify the attainment and aspirations of numeracy learners	2.1	Establish existing skills, knowledge and understanding and ascertain what learners can do as well as what they cannot do	E2.Ma
	2.2	Use the results of assessment and knowledge of learner's background to identify areas which interest, motivate and inspire individual learners and address needs, goals and aspirations	A1.Ma

3.	Demonstrate knowledge and understanding of own mathematics skills, knowledge and understanding to an appropriate breadth and depth	3.1	Discuss the historic and cultural development of mathematics	C1.Ma
		3.2	Discuss the language and concepts associated with place value systems	C2.Ma
		3.3	Compare a wide range of written, mental and diagrammatic strategies and the metalanguage to describe and analyse these	C7.Ma
		3.4	Analyse a range of common errors and misconceptions and possible reasons why they occur	C6.Ma
		3.5	Analyse the links, connections and generalisations that can be made between a range of areas in numeracy/mathematics	C10.Ma
		3.6	Analyse the activities, processes and stages within a mathematical problem/investigation	C8.Ma
4.	Apply knowledge and understanding of the different ways in which language/literacy skills are integral to learners' achievement in mathematics and numeracy	4.1	Devise strategies to enable learners to develop appropriate numeracy language and vocabulary	B6.Ma
		4.2	Maintain an integrated approach to wider language and literacy skills needed to develop learners' numeracy skills	C17.Ma
		4.3	Use strategies to promote and encourage communication of mathematical ideas both between teacher and learner and learners themselves	C18.Ma
		4.4	Discuss how context can affect approaches used for mathematical problem solving and investigation and also the interpretation of the results	C9.Ma

UNIT TITLE: **Developing numeracy knowledge and understanding**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Mathematics application document elements
1. Demonstrate knowledge and understanding of the origins of mathematics knowledge and the application of relevant learning theories on curriculum development, learning and teaching	1.1	Apply knowledge of teaching and learning theories to numeracy and Mathematics in order to improve practice	C15.Ma
	1.2	Analyse the effect of the origins and status of Mathematics knowledge on mathematics curriculum development	C11.Ma
2. Apply specialist pedagogical knowledge and understanding to promote and develop the quality of numeracy learning and teaching in a variety of contexts	2.1	Identify relevant numeracy skills and knowledge needed in particular contexts in collaboration with teachers of other subjects across the organisation where appropriate	B9.Ma A5.Ma
	2.2	Contribute to the development and improvement in quality of numeracy learning and teaching in vocational and other subjects	A6.Ma
	2.3	Apply subject and specialist pedagogical knowledge to adopt appropriate learning and teaching strategies for a wide range of learners' needs	B3.Ma B4.Ma B5.Ma
3. Demonstrate own mathematics skills, knowledge and understanding to an appropriate breadth and depth	3.1	Summarise the nature of argument and proof in mathematics, including the language of proof, its origins in geometry, and the role of algebra in generalising	C3.Ma
	3.2	Analyse the use, interpretation, representation and misrepresentation of data	C4.Ma
	3.3	Compare the wide range of ways of defining or representing different concepts in numeracy	C5.Ma

| 4. Demonstrate knowledge and understanding of how to use specialist organisations and publications to develop own practice as a numeracy teacher | 4.1 | Use a range of numeracy organisations and publications in order to review current research and developments | C19.Ma |
| | 4.2 | Use international, national and local research together with own and learners' insights to inform numeracy learning and teaching | A4.Ma |

Skills for Business is an employer-led network consisting of 25 Sector Skills Councils and the Sector Skills Development Agency. Through its unrivalled labour market intelligence and insights from employers in all sectors of the UK economy, the network identifies change needed in policy and practice relating to education and skills development. With the influence granted by licences from the governments of England, Scotland, Wales and Northern Ireland, and with private and public funding, this independent network engages with the education and training supply side, such as universities, colleges, funders and qualifications bodies, to increase productivity at all levels in the workforce.