



Skills for Learning Professionals

Teachers, tutors and trainers in the further education sector in England

Level 5 Award in Developing Embedded Approaches to Literacy, Language and Numeracy for Teachers in the Lifelong Learning Sector

Guidance for awarding institutions

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Version 2

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Glossary of terms

Embedded approaches: Approaches that develop literacy, language and numeracy skills and the skills required in another specialist area **within a single learning programme**. This may include specific literacy, language and numeracy qualifications along with the qualification(s) relating to another specialist area. The key features of embedded practice include teamwork, staff understandings, values and beliefs, teaching and learning planning and practice as well as policies and organisational features. Awarding institutions developing this embedded award should also refer to the definition(s) of embedded practice provided by the appropriate Government departments for their context.

Teacher: For the purpose of this document, the term **teacher** has been used generically to represent teachers, tutors, trainers, lecturers and instructors in the lifelong learning sector.

Areas of specialism/specialist area: These terms are used to describe the specialist teaching that all teachers undertake. Teachers have one or more specialisms and learners will join programmes taught by a teacher or teachers with appropriate specialisms. Importantly, it recognises that the specialism of teachers cannot only be described in terms of a **subject**. A teacher may identify their specialism as working with particular learners, for example, disabled learners. Other teachers may identify their specialism as working in a particular context, for example, offender learning.

Lifelong learning sector: For the purpose of this document, this refers to the target audience for this qualification, that is the teacher workforce in FE colleges, work based learning, community learning and development, offender learning and the voluntary sector. The broader definition of the lifelong learning sector also includes higher education and libraries archives and information services.

Terms and acronyms	Meaning	Definition
AB	Awarding body	Body accredited by the Qualifications and Curriculum Authority (QCA) (England only) which awards qualifications
AI	Awarding institution	Any institution that can award a qualification, including awarding bodies and higher education institutions
AP(E)L	Accreditation of prior (experiential) learning	The process of recognition of someone's prior qualifications and/or experience
Award	A qualification within the Qualifications and Credit Framework (QCF)	A qualification in the QCF between 1 and 12 credits. See also Diploma definition
CLD	Community learning and development	The seven discrete strands are: Community Development, Community Education, Community Based Adult Learning, Development Education, Family Learning, Work with Parents and Youth Work

CPD	Continuing professional development	Any activity undertaken for the purposes of updating knowledge of the subject taught or of developing teaching skills
Credit (Award of)	A method of recognising learner achievement	One credit is the notional equivalent of 10 hours of learning. Credit is assigned to units of assessment which are combined to support the creation of coherent programmes of learning and qualifications
Diploma	A qualification within the Qualifications and Credit Framework (QCF)	A qualification in the QCF of more than 36 credits. See also Award and Certificate definitions
DTLLS	Diploma in Teaching in the Lifelong Learning Sector	The qualification for those who practise in the full teacher role
FE sector	Further education sector	The term as used in England includes the teacher workforce in FE colleges, work based learning, community learning and development, offender learning and the voluntary sector
GLH	Guided learning hours	Hours in which a teacher/tutor/trainer is present and contributing to the learning process. The Learning and Skills Council (LSC) currently funds on the basis of GLH
HEI	Higher education institution	The term for an individual university or college of higher education
LLUK	Lifelong Learning UK	The Sector Skills Council responsible for the development of standards and qualifications frameworks for teachers, tutors and trainers in the UK lifelong learning sector
QCA	Qualifications and Curriculum Authority	The regulatory body for awarding bodies in England
QCF	Qualification and Credit Framework	The new Qualifications and Credit Framework is a unit-based framework and is underpinned by a system of credit accumulation and transfer, enabling learners to 'bank', 'build' or 'save' credit awarded for achievement
SfL	Skills for Life	English (literacy and ESOL) and Mathematics (numeracy)
TQF	Teacher Qualifications Framework	The framework in which teaching qualifications have been developed, sitting within the Qualifications and Credit Framework

Introduction

This document provides guidance for awarding institutions developing an award for teachers participating in embedded approaches to literacy, language and numeracy within broader learning programmes. This includes teachers of any area of specialism and teachers of literacy, language and numeracy.

Units relating to an embedded approach to literacy, language and numeracy are already available as optional units within an initial teaching qualification, the Diploma in Teaching in the Lifelong Learning Sector. This diploma is a new qualification within the Teacher Qualifications Framework (TQF). There are two level 5 optional units with credit values of 6 and 9. At present the units have only been developed for teachers of specialist areas other than literacy, language and numeracy. It is intended to develop other optional units for teachers of literacy, language and numeracy.

The award detailed in this guidance does include pathways for teachers of literacy, language and numeracy. This award has been developed for teachers **who have already completed an initial teaching qualification for the full teaching role.**

This document provides guidance on developing the following qualification:

Level 5 Award in Developing Embedded Approaches to Literacy, Language and Numeracy in the Lifelong Learning Sector

Section 1 of this document details embedded approaches for literacy, language and numeracy. It also details present research and practice related to roles and responsibilities of those participating in embedded approaches.

Section 2 explains the focus of the qualification and details its structure. It also provides guidance on related requirements, for example, pathways for teachers of literacy/language, numeracy and other areas of specialism.

Section 3 includes the units of assessment.

This document is available on the LLUK website:

www.lluk-nrp.org

Section 1

Embedded approaches and integrated practice: Teacher roles and responsibilities

In 2006, NRDC published '*You wouldn't expect a Maths teacher to teach plastering*': *Embedding literacy, language and numeracy in post-16 programmes - the impact on learning and achievement*. This reports on research into how organisations and individuals are approaching the embedding of literacy, language and numeracy in learning programmes. The research identified the key characteristics of successful embedding and demonstrated the significant contribution such an approach can contribute to learner achievement.

The development of this new professional development award for teachers has been informed by the recent research and through wider consultation with awarding institutions and practitioners. It will be important in supporting the professional development of the lifelong learning workforce and reforms identified as important in the response to the Leitch report.

Embedded approaches develop literacy, language and numeracy skills and the skills required in another specialist area **within a single learning programme**. This can include the delivery of two or more qualifications – a qualification in literacy, language and/or numeracy and a qualification(s) for another specialist area. Learners will experience their course as a single programme although their aim is to achieve more than one qualification. A number of teachers and others involved in the learning programme, will provide the learning opportunities within the single programme. An embedded approach describes the way those involved can work together to ensure learning opportunities are most effective. All learners, regardless of their level of literacy, language and numeracy skills, will benefit from an embedded approach to teaching and learning.

Teacher roles and responsibilities

This qualification has been developed for the professional development of teachers in a full teaching role. The NRDC research details how joint curriculum planning and development is at the heart of an embedded approach. In England, research has demonstrated that curriculum development is an important indicator of the full teaching role. It is not considered to be part of the newly identified 'associate' teaching role. Although LLUK is continuing to explore the difference in teaching roles, it is considered at this time that the curriculum development required for an embedded approach is beyond the role of associate teachers. Further research will add to our understanding.

An embedded approach requires teachers with different specialist expertise to work together to support learner achievement and success. It is likely that other colleagues will support learners within the learning programme. These could include learning support practitioners. LLUK is currently exploring a specialist literacy, language and numeracy learning support role. Future accredited professional development opportunities for these practitioners will detail and support their contribution to embedded approaches.

The role of literacy, language and numeracy teachers

These teachers will:

- work with teachers of other specialist areas to ensure the learning programme is coherent and to ensure the development of literacy, language and numeracy is integral to the programme to support learners' achievement of the qualifications
- provide learning opportunities to develop learners' literacy, language and numeracy knowledge, understanding and skills.

The role of teachers of other areas of specialism

These teachers will:

- work with teachers of literacy, language and numeracy to ensure the learning programme is coherent, ensure the development of literacy, language and numeracy is integral to the programme and support learners' achievement of the qualifications
- make use of learning opportunities to practise learners' literacy, language and numeracy skills related to the area of specialism.

Section 2

Level 5 Award in Developing Embedded Approaches to Literacy, Language and Numeracy for Teachers in the Lifelong Learning Sector

This qualification is appropriate for those in a full teaching role. They should hold a recognised initial teaching qualification for this role. They should also be able to demonstrate personal skills in English and Mathematics at a minimum of level 2 (QCF). Literacy, language and numeracy specialist teachers will have higher levels of personal skills, as required by the appropriate subject specific teaching qualifications.

The award will support the professional development of all teachers working with others to embed literacy, language and numeracy in learning programmes. The qualification addresses the needs of three groups of teachers – teachers of literacy/language, teachers of numeracy and teachers of other areas of specialism. There are two pathways within the award, one for teachers of literacy/language and one for teachers of numeracy. These pathways are identified by endorsed subtitles within the QCA Qualifications and Credit Framework (QCF). The endorsement is reflected through a bracketed addition to the title of the award.

Title of the award (with pathways)

- Level 5 Award in Developing Embedded Approaches to Literacy, Language and Numeracy for Teachers in the Lifelong Learning Sector
- Level 5 Award in Developing Embedded Approaches to Literacy, Language and Numeracy for Teachers in the Lifelong Learning Sector (literacy and language)
- Level 5 Award in Developing Embedded Approaches to Literacy, Language and Numeracy for Teachers in the Lifelong Learning Sector (numeracy)

Credit value

The award has a value of 12 credits. Higher education institutions may wish to develop this award with a higher credit value or use the units to contribute to another professional development qualification, beyond initial training.

Units of assessment

Units of assessment for the three pathways are as follows:

Teachers of other areas of specialism:

Unit 1: Understanding embedded approaches for developing literacy, language and numeracy skills
(3 credits)

Unit 2: Understanding how literacy, language and numeracy skills are used in learning and work
(3 credits)

Unit 3: Planning embedded approaches for developing subject focused knowledge and skills
(3 credits)

Unit 4: Implementing embedded approaches for developing subject focused knowledge and skills
(3 credits)

Teachers of literacy and language:

- Unit 1: Understanding embedded approaches for developing literacy, language and numeracy skills
(3 credits)
- Unit 5: Understanding how literacy and language skills are used in learning and work
(3 credits)
- Unit 6: Planning embedded approaches for developing literacy and language skills
(3 credits)
- Unit 7: Implementing embedded approaches for developing literacy and language skills
(3 credits)

Teachers of numeracy:

- Unit 1: Understanding embedded approaches for developing literacy, language and numeracy skills
(3 credits)
- Unit 8: Understanding how numeracy skills are used in learning and work
(3 credits)
- Unit 9: Planning embedded approaches for developing numeracy skills
(3 credits)
- Unit 10: Implementing embedded approaches for developing numeracy skills
(3 credits)

Teaching practice requirements

There is no formal requirement to undertake teaching practice. However, as the award has been developed for teachers in the full teaching role, some of the assessment criteria relate to current practical teaching experience that will need to be evidenced in an appropriate way.

Observed and assessed practice

There is no requirement for observed and assessed practice.

Guided learning hours (GLH)

The recommended number of guided learning hours is currently under discussion. When this information is confirmed, it will be made available on the *National Reference Point – Skills for Life* website, www.lluk-nrp.org.

Further guidance

Units of assessment

The units of assessment are context free. On achieving these units of assessment, all teachers should have increased knowledge and skills to support learners, to develop literacy, language and/or numeracy skills in addition to knowledge, understanding and skills in another specialist area. This would be within a single learning programme.

Units of assessment have been developed at level 5. Awarding institutions may develop this award at a higher level. Higher level qualifications can be developed using the assessment criteria detailed in these units of assessment as a starting point. Higher education institutions may wish to develop embedded approaches accreditation with a greater credit value. They may also use the units as part of a larger more general professional development award, beyond initial training.

The units of assessment identified below may be undertaken either as stand alone units as part of an individual qualified teacher's continuing professional development (CPD) or together to form a discrete award of 12 credits: *Level 5 Award in Developing Embedded Approaches to Literacy, Language and Numeracy for Teachers in the Lifelong Learning Sector*.

It should be noted that other than a requirement to cover the content of unit 1 at the beginning of any formal programme, the content of further units can be covered in any order. Providers may therefore choose to adopt a holistic approach when designing any taught or blended programme.

It is expected that centres offering this award will ensure that those who have already had an introduction to embedded approaches¹ will be supported through an APEL process to evidence relevant learning and achievement.

New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector

A table identifying links between the assessment criteria detailed in the units of assessment and the new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector can be found at the end of this guidance document. The table is not intended to be definitive and those developing and/or providing the award could identify additional links.

Teaching and learning of literacy, language and numeracy

This award does not prepare teachers to teach literacy, language and numeracy. Those who wish to train to teach these specialist areas will need to undertake a recognised qualification.

Personal skills in English and Mathematics

This qualification does not address personal skills in English or Mathematics, though any specific learning programme may provide opportunities to develop these. Teachers of literacy, language and numeracy will have personal skills in English or Mathematics at level three or above. It is expected that teachers of other specialist areas will have personal skills in English and Mathematics at a minimum of level two. These are a requirement of the new regulatory framework for teachers in the FE sector in England². These are considered essential to benefit from any learning programme developed for this qualification.

¹ For example, through the Quality Improvement Agency's Skills for Life Improvement Programme

² The required personal skills are detailed in 'Addressing literacy, language, numeracy and ICT in education and training: defining the minimum core of teachers' knowledge, understanding and personal skills'
http://www.lluk.org/documents/minimum_core_may_2007_3rd.pdf

Section 3

Units of assessment

The following units are included in this section

Unit 1: Understanding embedded approaches for developing literacy, language and numeracy skills

Unit 2: Understanding how literacy, language and numeracy skills are used in learning and work

Unit 3: Planning embedded approaches for developing subject focused knowledge and skills

Unit 4: Implementing embedded approaches for developing subject focused knowledge and skills

Unit 5: Understanding how literacy and language skills are used in learning and work

Unit 6: Planning embedded approaches for developing literacy and language skills

Unit 7: Implementing embedded approaches for developing literacy and language skills

Unit 8: Understanding how numeracy skills are used in learning and work

Unit 9: Planning embedded approaches for developing numeracy skills

Unit 10: Implementing embedded approaches for developing numeracy skills

Teachers of other areas of specialism

Unit 1	Unit 2	Unit 3	Unit 4
Understanding embedded approaches for developing literacy, language and numeracy skills	Understanding how literacy, language and numeracy skills are used in learning and work	Planning embedded approaches for developing subject focused knowledge and skills	Implementing embedded approaches for developing subject focused knowledge and skills

Teachers of literacy and language

Unit 1	Unit 5	Unit 6	Unit 7
Understanding embedded approaches for developing literacy, language and numeracy skills	Understanding how literacy and language skills are used in learning and work	Planning embedded approaches for developing literacy and language skills	Implementing embedded approaches for developing literacy and language skills

Teachers of numeracy

Unit 1	Unit 8	Unit 9	Unit 10
Understanding embedded approaches for developing literacy, language and numeracy skills	Understanding how numeracy skills are used in learning and work	Planning embedded approaches for developing numeracy skills	Implementing embedded approaches for developing numeracy skills

Each unit is has a value of 3 credits

UNIT 1 TITLE: Understanding embedded approaches for developing literacy, language and numeracy skills

LEVEL: 5

CREDIT VALUE: 3

UNIT CODE:

This unit has 3 learning outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Demonstrate knowledge and understanding of the role of literacy, language and numeracy skills for the individual, communities and the economy	1.1 Analyse ways in which the development of literacy and language skills can contribute to an individual's well being and enhance work opportunities 1.2 Analyse ways in which the development of numeracy skills can contribute to an individual's well being and enhance work opportunities 1.3 Evaluate current research on national levels of literacy, language and numeracy and their impact on communities and the economy
2. Demonstrate knowledge and understanding of successful embedded approaches and their impact on the achievement of learners	2.1 Analyse the key features of successful embedded approaches to programme delivery 2.2 Discuss the importance of staff attitudes, values and beliefs for successful embedded approaches 2.3 Discuss the significance of embedded approaches for learner achievement and the potential impact of using non-embedded approaches 2.4 Evaluate current research and practice on embedded approaches and the supporting theories of literacy, language and numeracy learning
3. Demonstrate knowledge and understanding of an organisation's approach(es) to embedding literacy, language and numeracy	3.1 Analyse an organisation's embedded approach to integrating literacy, language and numeracy 3.2 Analyse key features of successful embedded approaches in an organisation 3.3 Evaluate the effectiveness of an organisation's embedded approach

UNIT 2 TITLE: Understanding how literacy, language and numeracy skills are used in learning and work

LEVEL: 5

CREDIT VALUE: 3

UNIT CODE:

This Unit has 3 learning outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Demonstrate knowledge and understanding of how literacy and language and numeracy skills are used in a broader learning programme	1.1 Analyse with a literacy and/or language teacher, the use of speaking and listening skills in a learning programme 1.2 Analyse with a literacy and/or language teacher the use of reading and writing skills in a learning programme 1.3 Analyse with a numeracy teacher the use of numeracy in a learning programme 1.4 Discuss how limited literacy, language and numeracy skills can impact on learner motivation, confidence and achievement within a specified learning programme
2. Demonstrate knowledge and understanding of the planning, delivery and assessment cycle of a learning programme in another area of specialism	2.1 Evaluate the current planning and delivery cycle of a learning programme 2.2 Evaluate the current assessment strategy of a learning programme
3. Demonstrate knowledge and understanding of how literacy, language and numeracy skills are used in a work context related to the broader learning programme	3.1 Analyse with a literacy and/or language teacher the use of literacy and language skills within a specified work context 3.2 Analyse with a numeracy teacher the use of numeracy skills within a specified work context 3.3 Discuss how literacy, language and numeracy skill demands are changing within a specified work context

UNIT 3 TITLE: Planning embedded approaches for developing subject focused knowledge and skills

LEVEL: 5

CREDIT VALUE: 3

UNIT CODE:

This unit has 4 learning outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Demonstrate a knowledge and understanding of how to work in teams to support an embedded approach	Analyse the roles and responsibilities of staff team members Implement a team approach to planning that is on-going throughout the learning programme
2. Demonstrate a knowledge and understanding of how to plan for an embedded approach	Plan in teams the sequence of the broader learning programme identifying the pattern of literacy, language and numeracy learning needed to support this Plan the monitoring and review of learner progress with literacy, language and numeracy teachers
3. Demonstrate a knowledge and understanding of how to plan for assessment of the learning in an area of specialism including literacy, language and numeracy	Use initial and diagnostic assessment results in discussion with staff team members and learners to plan teaching Plan formative and summative assessment with literacy, language and numeracy teachers
4. Demonstrate a knowledge and understanding of resources for supporting an embedded approach in an area of specialism	Evaluate a range of resources, including new and emerging technologies, to support learner progress through an embedded approach Adapt learning resources, as appropriate, working with literacy, language and numeracy teachers

UNIT 4 TITLE: Implementing embedded approaches for developing subject focused skills

LEVEL: 5

CREDIT VALUE: 3

UNIT CODE:

This unit has 4 learning outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Demonstrate a knowledge and understanding of embedded approaches in learning and teaching	1.1 Demonstrate to learners the benefits of developing literacy, language and numeracy skills 1.2 Use opportunities to practise literacy, language and numeracy skills within the learning and assessment activities of an area of specialism
2. Demonstrate a knowledge and understanding of how to support learning in an area of specialism for learners with literacy, language and/or numeracy needs	2.1 Lead a learning session with differentiated activities appropriate for a range of learners 2.2 Evaluate the effectiveness of own teaching strategies for supporting learning for learners with literacy, language and/or numeracy needs in an area of specialism, including questioning techniques
3 Demonstrate a knowledge and understanding of how to use active learning approaches	3.1 Use of a range of learner-centred and applied activities for practising literacy and language skills 3.2 Use of a range of learner-centred and applied activities for practising numeracy skills 3.3 Promote learner reflection on how developing literacy, language and numeracy skills supports progress in the subject specialism
4 Demonstrate a knowledge and understanding of how to evaluate and improve own practice within an embedded approach	4.1 Evaluate own professional practice in relation to embedding literacy, language and numeracy 4.2 Plan appropriate development opportunities to improve own practice in relation to embedding 4.3 Discuss how own knowledge, understanding and personal skills in English and Mathematics impacts on teaching and learning

UNIT 5 TITLE: Understanding how literacy and language skills are used in learning and work

LEVEL: 5

CREDIT VALUE: 3

UNIT CODE:

This Unit has 3 learning outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Demonstrate a knowledge and understanding of how literacy and language skills are used in a broader learning programme	1.1 Analyse with a teacher of another area of specialism the use of speaking and listening skills in a learning programme 1.2 Analyse with a teacher of another area of specialism the use of reading and writing skills in a learning programme 1.3 Discuss how limited literacy and language skills impact on learner motivation, confidence and achievement within a specified learning programme
2. Demonstrate a knowledge and understanding of the planning, delivery and assessment cycle of a learning programme in another area of specialism	2.1 Evaluate the current planning and delivery cycle of a learning programme 2.2 Evaluate the current assessment strategy of a learning programme
3. Demonstrate a knowledge and understanding of how literacy and language skills are used in a work context related to the broader learning programme	3.1 Analyse with a teacher of another area of specialism the use of literacy and language skills within a specified work context 3.2 Discuss how literacy and language skills demands are changing within a specified work context

UNIT 6 TITLE: Planning embedded approaches for developing literacy and language skills

LEVEL: 5

CREDIT VALUE: 3

UNIT CODE:

This unit has 4 learning outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Demonstrate a knowledge and understanding of how to work in teams to support an embedded approach	1.1 Analyse the roles and responsibilities of staff team members 1.2 Implement a team approach to planning that is on-going throughout the learning programme
2. Demonstrate a knowledge and understanding of how to plan for an embedded approach	2.1 Plan in teams the sequence of literacy and language learning and teaching to correspond to the broader learning programme 2.2 Plan the monitoring and review of learner progress with teachers of another area of specialism
3. Demonstrate a knowledge and understanding of how to plan for assessment of literacy and language learning within an embedded approach	3.1 Discuss the use of initial and diagnostic assessment results with staff team members and learners to plan teaching 3.2 Plan formative and summative assessment with teachers of another area of specialism
4. Demonstrate a knowledge and understanding of resources for supporting an embedded approach	4.1 Evaluate a range of literacy and language resources, including new and emerging technologies, to support learner progress through an embedded approach 4.2 Develop literacy and language learning resources, as appropriate, working with teachers of another area of specialism

UNIT 7 TITLE: Implementing embedded approaches for developing literacy and language skills

LEVEL: 5

CREDIT VALUE: 3

UNIT CODE:

This unit has 4 learning outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Demonstrate a knowledge and understanding of embedded approaches in learning and teaching	1.1 Demonstrate to learners the benefits of developing literacy and language skills within an area of specialism 1.2 Develop literacy and language skills within the learning and assessment activities of an area of specialism
2. Demonstrate a knowledge and understanding of how to support learning in an area of specialism for learners with literacy, language and/or numeracy needs	2.1 Develop literacy and language activities appropriate for a range of learners in another area of specialism 2.2 Promote learner reflection on their progress in developing literacy, language skills
3. Demonstrate a knowledge and understanding of how to use active learning approaches within a learning session	3.1 Use a range of learner-centred and applied activities for developing literacy and language skills 3.2 Work with teachers of another area of specialism on their use of activities to practise literacy and language skills
4. Demonstrate a knowledge and understanding of how to evaluate and improve own practice within an embedded approach	4.1 Evaluate own professional practice in relation to embedding literacy and language skills development 4.2 Plan appropriate development opportunities to improve own practice in relation to embedding literacy and language 4.3 Discuss how own knowledge, understanding and personal skills in English and Mathematics impacts on teaching and learning

UNIT 8 TITLE: Understanding how numeracy skills are used in learning and work

LEVEL: 5

CREDIT VALUE: 3

UNIT CODE:

This Unit has 3 learning outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Demonstrate a knowledge and understanding of how numeracy skills are used in a broader learning programme	1.1 Analyse with a teacher of another area of specialism the use of numeracy skills in a learning programme 1.2 Discuss how limited numeracy skills impact on learner motivation, confidence and achievement within a specified learning programme
2. Demonstrate a knowledge and understanding of the planning, delivery and assessment cycle of a learning programme in another area of specialism	2.1 Evaluate the current planning and delivery cycle of a learning programme 2.2 Evaluate the current assessment strategy of a learning programme
3. Demonstrate a knowledge and understanding of how numeracy skills are used in a work context related to the broader learning programme	3.1 Analyse with a teacher of another area of specialism the use of numeracy skills within a specified work context 3.2 Discuss how numeracy skills demands are changing within a specified work context

UNIT 9 TITLE: Planning embedded approaches for developing numeracy skills

LEVEL: 5

CREDIT VALUE: 3

UNIT CODE:

This unit has 4 learning outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Demonstrate a knowledge and understanding of how to work in teams to support an embedded approach	1.1 Analyse the effectiveness of roles and responsibilities of staff team members 1.2 Implement a team approach to planning that is on-going throughout the learning programme
2. Demonstrate a knowledge and understanding of how to plan for an embedded approach	2.1 Plan in teams the sequence of numeracy learning and teaching to correspond to the broader learning programme 2.2 Plan the monitoring and review of learner progress with teachers of another area of specialism
3. Demonstrate a knowledge and understanding of how to plan for assessment of numeracy learning within an embedded approach	3.1 Discuss the use of initial and diagnostic assessment results with staff team members and learners to plan teaching 3.2 Plan formative and summative assessment with teachers of another area of learning
4. Demonstrate a knowledge and understanding of resources for supporting an embedded approach	4.1 Evaluate a range of numeracy resources, including new and emerging technologies, to support learner progress through an embedded approach 4.2 Develop numeracy learning resources, as appropriate, working with teachers of another area of specialism

UNIT 10 TITLE: Implementing embedded approaches for developing numeracy skills

LEVEL: 5

CREDIT VALUE: 3

UNIT CODE:

This unit has 4 learning outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Demonstrate a knowledge and understanding of embedded approaches in learning and teaching	1.1 Demonstrate to learners the benefits of developing numeracy skills within an area of specialism 1.2 Develop numeracy skills within the learning and assessment activities of an area of specialism
2. Demonstrate a knowledge and understanding of how to ensure vocational content is clear to those with numeracy needs	2.1 Develop numeracy activities appropriate for a range of learners in another area of specialism 2.2 Promote learner reflection on their progress in developing numeracy skills
3. Demonstrate a knowledge and understanding of active learning approaches within a learning session	3.1 Use a range of learner-centred and applied activities for developing numeracy skills 3.2 Work with teachers of another area of specialism on their use of activities to practise numeracy skills
4. Demonstrate a knowledge and understanding of how to evaluate and improve own practice within an embedded approach	4.1 Evaluate own professional practice in relation to embedding numeracy skills development 4.2 Plan appropriate development opportunities to improve own practice in relation to embedding numeracy 4.3 Discuss how own knowledge, understanding and personal skills in English and Mathematics impacts on teaching and learning

Appendix

Mapping of the units of assessment to the new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector

Domain A		Domain B		Domain C		Domain D		Domain E		Domain F	
Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage
AK 1.1	U2 U4 U5 U7 U8 U10	BK 1.1	U4 U7 U10	CK 1.1	U2 U4 U5 U7 U8 U10	DK 1.1	U3 U4 U6 U7 U9 U10	EK 1.1	U3 U4 U5 U6 U7 U8 U9 U10	FK 1.1	U3 U4 U6 U7 U9 U10
AP 1.1	U2 U4 U5 U7 U8 U10	BP 1.1	U4 U7 U10	CP 1.1	U2 U4 U5 U7 U8 U10	DP 1.1	U3 U4 U6 U7 U9 U10	EP 1.1	U3 U4 U5 U6 U8 U9	FP 1.1	U4 U7 U10
AK 2.1	U1 U2 U4 U5 U7 U8 U10	BK 1.2	U4 U7 U10	CK 1.2	U2 U4 U5 U7 U8 U10	DK 1.2	U3 U4 U6 U7 U9 U10	EK 1.2	U3 U4 U6 U7 U9 U10	FK 1.2	U3 U4 U6 U7 U9 U10
AP 2.1	U1 U4 U7 U10	BP 1.2	U4 U7 U10	CP 1.2	U4 U7 U10	DP 1.2	U3 U4 U6 U9	EP 1.2	U4 U7 U10	FP 1.2	U4 U7 U10
AK 2.2	U1 U2 U4 U5 U7 U8 U10	BK 1.3	U4 U7 U10	CK 2.1	U3 U4 U6 U7 U9 U10	DK 1.3	U3 U4 U5 U6 U7 U8 U9 U10	EK 1.3	U3 U4 U6 U7 U9 U10	FK 2.1	U3 U4 U6 U7 U9 U10
AP 2.2	U4 U7 U10	BP 1.3	U4 U7 U10	CP 2.1	U3 U4 U6 U7 U9 U10	DP 1.3	U3 U4 U6 U9	EP 1.3	U3 U4 U6 U7 U9 U10	FP 2.1	U4 U7 U10
AK 3.1	U1 U3 U4 U6 U7 U9 U10	BK 2.1	U4 U7 U10	CK 3.1	U4 U7 U10	DK 2.1	U3 U4 U6 U7 U9 U10	EK 2.1	U3 U4 U6 U7 U9 U10	FK 3.1	U4

Domain A		Domain B		Domain C		Domain D		Domain E		Domain F	
Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage
AP 3.1	U1 U3 U4 U6 U7 U9 U10	BP 2.1	U4 U7 U10	CP 3.1	U4 U7 U10	DP 2.1	U3 U4 U6 U7 U9 U10	EP 2.1	U4 U7 U10	FP 3.1	U4
AK 4.1	U1 U4 U7 U10	BK 2.2	U4 U5 U7 U8 U10	CK 3.2	U2 U4 U5 U7 U8 U10	DK 2.2	U3 U4 U6 U7 U9 U10	EK 2.2	U3 U4 U6 U7 U9 U10	FK 4.1	U3 U4 U6 U7 U9 U10
AP 4.1	U1 U4 U7 U10	BP 2.2	U4 U7 U10	CP 3.2	U4 U7 U10	DP 2.2	U3 U4 U6 U7 U9 U10	EP 2.2	U4 U7 U10	FP 4.1	U4 U7 U10
AK 4.2	U1 U4 U7 U10	BK 2.3	U4 U7 U10	CK 3.3	U2 U3 U4 U5 U6 U7 U8 U9 U10	DK 3.1	U3 U4 U6 U7 U9 U10	EK 2.3	U3 U4 U6 U7 U9 U10	FK 4.2	U3 U4 U6 U7 U9 U10
AP 4.2	U1 U4 U7 U10	BP 2.3	U4 U7 U10	CP 3.3	U2 U3 U4 U5 U7 U8 U10	DP 3.1	U3 U6 U9	EP 2.3	U4 U7 U10	FP 4.2	U4 U7 U10
AK 4.3	U1 U4 U7 U10	BK 2.4	U4 U7 U10	CK 3.4	U2 U4 U5 U7 U8 U10	DK 3.2	U3 U4 U6 U7 U9 U10	EK 2.4	U3 U4 U6 U7 U9 U10		
AP 4.3	U1 U4 U7 U10	BP 2.4	U4 U7 U10	CP 3.4	U4 U7 U10	DP 3.2	U3 U6 U9	EP 2.4	U3 U4 U7 U6 U9 U10		
AK 5.1	U1 U3 U4 U6 U7 U9 U10	BK 2.5	U4 U7 U10	CK 3.5	U3 U4 U6 U7 U9 U10		U4 U7 U10	EK 3.1	U3 U4 U6 U7 U9 U10		
AP 5.1	U3 U4 U6 U9 U7 U10	BP 2.5	U4 U7 U10	CP 3.5	U3 U4 U6 U7 U9 U10			EP 3.1	U4 U7 U10		

Domain A		Domain B		Domain C		Domain D		Domain E		Domain F	
Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage
AK 5.2	U1 U3 U4 U6 U9 U7 U10	BK 2.6	U4 U7 U10	CK 4.1	U4 U7 U10			EK 3.2	U3 U4 U6 U7 U9 U10		
AP 5.2	U3 U4 U6 U7 U9 U10	BP 2.6	U4 U7 U10	CP 4.1	U4 U7 U10			EP 3.2	U4 U7 U10		
AK 6.1	U1 U3 U4 U6 U7 U9 U10	BK 2.7	U4 U7 U10	CK 4.2	U2 U4 U5 U7 U8 U10			EK 4.1	U3 U4 U6 U7 U9 U10		
AP 6.1	U1 U3 U4 U6 U7 U9 U10	BK 3.1	U4 U7 U10	CP 4.2	U4 U7 U10			EP 4.1	U4 U7 U10		
AK 6.2	U1 U3 U4 U6 U7 U9 U10	BP 3.1	U4 U7 U10		U4 U7 U10			EK 4.2	U3 U4 U6 U7 U9 U10		
AP 6.2	U1 U3 U4 U6 U7 U9 U10										
AK 7.1	U1 U4 U7 U10	BK 3.2	U4 U7 U10					EP 4.2	U3 U4 U6 U7 U9 U10		
AP 7.1	U1 U4 U7 U10	BP 3.2	U4 U7 U10					EK 5.1	U3 U4 U6 U7 U9 U10		
AK 7.2	U1 U4 U7 U10	BK 3.3	U4 U7 U10					EP 5.1	U4 U7 U10		
AP 7.2	U4 U7 U10	BP 3.3	U4 U7 U10					EK 5.2	U3 U4 U6 U7 U9 U10		
AK 7.3	U1 U4 U7 U10	BK 3.4	U4 U7 U10					EP 5.2	U4 U7 U10		

Domain A		Domain B		Domain C		Domain D		Domain E		Domain F	
Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage	Elem.	Coverage
AP 7.3	U1 U4 U7 U10	BP 3.4	U4 U7 U10					EK 5.3	U3 U4 U6 U7 U9 U10		
		BK 3.5	U3 U4 U6 U7 U9 U10					EP 5.3	U4 U7 U10		
		BP 3.5	U3 U4 U6 U7 U9 U10								
		BK 4.1	U2 U3 U4 U5 U6 U7 U8 U9 U10								
		BP 4.1	U2 U3 U4 U5 U6 U7 U8 U9 U10								
		BK 5.1	U3 U4 U6 U7 U9 U10								
		BP 5.1	U3 U4 U6 U7 U9 U10								
		BK 5.2	U3 U4 U6 U7 U9 U10								
		BP 5.2	U3 U4 U6 U7 U9 U10								



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