



Ascentis Level 5 Diploma in
Teaching Mathematics: Numeracy
Specification

Ofqual Number:	601/0872/1
Ofqual Start Date:	1 st September 2013
Ofqual Review Date:	31 st July 2020
Ofqual Certification Review Date:	31 st July 2021

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

Ascentis
Office 4
Lancaster Business Park
Mannin Way
Caton Road
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

TABLE OF CONTENTS

ASCENTIS LEVEL 5 DIPLOMA IN TEACHING MATHEMATICS NUMERACY

Introduction	4
Aims	4
Target Group	4
Ofqual Qualification Number	4
Rules of Combination	5
Recommended Guided Learning Hours	5
Total Qualification Time	5
Time Limit for the Process of Credit Accumulation or Exemptions	5
Links to other qualifications in the Education and Training suite	5
Recommended Prior Knowledge, Attainment and / or Experience	6
Requirements for personal skills in English, Mathematics and ICT elements	6
Age Range of Qualification	6
Opportunities for Progression	6
Relationship to National Occupational Standards	6
Resources to Support the Delivery of the Qualification	6
Centre Recognition	7
Qualification Approval	7
Registration	7
Status in England, Wales and Northern Ireland	7
Reasonable Adjustments and Special Considerations	7
Enquiries and Appeals Procedure	7

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment	8
Internal Assessment	8
Verification	10
Internal Verification	10
External Verification	10
Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers	10

UNIT SPECIFICATIONS

Numeracy knowledge and understanding	11
Numeracy and the learners	14
Numeracy teaching and learning	17
Appendix 1: Summary Record of Achievement	21
Appendix 2: Observed and Assessed Teaching Report	22
Appendix 3: Summary of Practice Requirements	30
Appendix 4: Level 5 Descriptors	31
Appendix 5: Cover Sheet for Centre Devised Assessment Tasks	32
Appendix 6: Observation Grading Characteristics	33
Appendix 7: Glossary	36
Appendix 8: Resources to Support the Delivery of the Qualification	37

Ascentis Level 5 Diploma in Teaching Mathematics: Numeracy

Introduction

The **Level 5 Diploma in Teaching Mathematics: Numeracy** has been designed for teachers with a generic teaching qualification or trainee teachers who wish to obtain a specialist teaching qualification in numeracy.

The Diploma is suitable for teachers, tutors and trainers who may be working in an FE college, Community Learning and Skills Provider or Independent Learning Provider and for those delivering work-based training such as within voluntary, community, private or public organisations.

Potential trainee teachers should be aware that, since 2007, they have been able to undertake a standalone qualification prior to embarking on a generic teaching qualification as well as alongside or afterwards.

There are several features of this qualification that make it very appropriate for its target learners:

- Ascentis-devised assessment tasks designed to cover all the assessment criteria within the unit
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- The assessment strategy, a combination of the Personal and Professional Practice File (3PF) and assessment tasks, is a distinctive and holistic approach to the assessment requirements of the Diploma and highly relevant to learners working or intending to work with numeracy learners
- It can be delivered either as a stand-alone course or as a blended learning programme with for example the Level 5 Diploma in Education and Training
- Allows for a minimum of 50 hours of teaching practice in a numeracy setting.

Aims

The aims of the qualification are to enable learners:

1. To have a sound subject knowledge base for teaching numeracy learners in a range of teaching and learning contexts
2. To develop the necessary knowledge, skills and attitudes for teaching numeracy learners
3. To promote personal and professional development
4. To enhance the quality of teaching and learning

Target Group

This qualification is aimed at a range of learners, including:

- Teachers who may already have a recognised generic teaching qualification, but no recognised subject qualification in numeracy.
- Trainee teachers who have opted to undertake the stand-alone qualification prior to taking a generic teaching qualification.
- Those holding a recognised qualification for teaching literacy or ESOL who now need to teach numeracy
- Functional Skills Maths teachers.

Ofqual Qualification Number

Ascentis Level 5 Diploma in Teaching Mathematic Numeracy: **601/0872/1**

Rules of Combination

Ascentis Level 5 Diploma in Teaching Mathematics: Numeracy				
				Maximum credits: 45
				Minimum credit value at level of qualification or above: 45
Group A - Mandatory Units		Credit (from Group A) Mandatory units:45		
Title	Level	Credit Value	GLH	Unit ref
Numeracy knowledge and understanding	5	15	40	H/505/0764
Numeracy teaching and learning	5	15	40	M/505/0766
Numeracy and the learners	5	15	40	K/505/0765
Credits from equivalent units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for any unit.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 120.

Total Qualification Time

The total qualification time for this qualification is 450.

Time Limit for the Process of Credit Accumulation or Exemptions

Credit accumulation usually within the life span of the qualification.

Links to other qualifications in the Education and Training suite

Learners are not required to have achieved a Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector or a Level 3 Award in Education and Training or a Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector or a Level 4 Certificate in Education and Training or Level 5 Diploma in Education and Training before undertaking a Level 5 Diploma in Teaching Mathematics: Numeracy.

There is no transfer of practice, and no transfer of observed and assessed practice hours from a previously achieved Level 3 Award in Education and Training or Level 4 Certificate in Education and Training for learners who are progressing directly to the Level 5 Diploma in Teaching Mathematics: Numeracy.

Since 2007, learners have been able to undertake one of the standalone specialist qualifications prior to taking a generic teaching qualification as well as alongside (concurrently) or afterwards. If a learner already holds one of the specialist standalone qualifications and wishes to undertake a generic teaching qualification, they can use the units towards the optional credit requirement for the Level 5 Diploma in Education and Training.

The following units from the standalone specialist qualifications are available as optional units in the Level 5 Diploma in Education and Training qualification:

- Numeracy knowledge and understanding (Level 5)
- Numeracy and the learners (Level 5)

Learners who have achieved one or more of these units as part of a Level 5 Diploma in Education and Training can go on to take the additional unit(s) to complete the Level 5 Diploma in Teaching Mathematics: Numeracy.

Learners who have completed the Level 5 Diploma in Teaching Mathematics: Numeracy may transfer a maximum of 50 hours of practice towards the overall minimum practice of 100 hours for the Level 5 Diploma in Education and Training (including Teaching Mathematics: Numeracy). Those learners may also transfer a maximum of two observed assessments of practice from the standalone Diploma towards the overall minimum of eight observed assessments of practice for Level 5 Diploma in Education and Training (including Teaching Mathematics: Numeracy).

Recommended Prior Knowledge, Attainment and/or Experience

As part of the selection process for entry onto this qualification programme all potential learners should be interviewed and undertake an initial assessment of their skills in English, Mathematics and ICT. All learners should record their development needs and, where applicable, agree an action plan to address them. If learners join the qualification programme having already completed a Level 3 PTLLS or a Level 3 Award in Education and Training and/or a Level 4 CTLLS or a Level 4 Certificate in Education and Training, their record of development needs and previous action to address them should be reviewed. Opportunities to continue to develop these personal skills should be made available across the mandatory units.

Centres need to ensure that learners are selected for suitability on the course establishing that they meet the following minimum criteria and the entry requirements further below:

- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Do not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults

A minimum of at least 50 hours of teaching practice is required for the Diploma. Learners must have access to this amount of teaching practice within a numeracy specialist area.

Requirements for personal skills in English, Mathematics and ICT elements

As part of the selection process for entry on to the course, all potential learners will need to evidence Level 3 personal skills in mathematics.

The LSIS entry criteria and how they may be evidenced are detailed in the following document, 'Criteria for Entry to mathematics (Numeracy) and English (Literacy and ESOL) teacher training in the lifelong learning sector', LSIS (June 2007, amended 2010).

Ascentis offers the Level 3 Award in Mathematics for Numeracy Teaching. This covers the entry criteria for mathematics and can be used as a 'bridging' programme for potential trainees needing to improve their skills before joining a teacher training programme.

Age Range of Qualification

This qualification is suitable for learners aged 19+.

Opportunities for Progression

Learners without a generic teaching qualification could progress onto the following qualifications:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

Relationship to National Occupational Standards

The units for this qualification were written by LSIS and are underpinned by:

- New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (LLUK, 2007)
- Application of the professional standards for teachers of Mathematics (Numeracy) (LLUK, 2007)

Resources to Support the Delivery of the Qualification

These are outlined in Appendix 8.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that learners can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

Internal Assessment

To achieve the Level 5 Diploma in Teaching Mathematics: Numeracy, evidence of achievement of all the assessment criteria must be demonstrated, together with at least 50 hours of teaching practice, of which there must be at least 4 observations totalling a minimum of 4 hours. Any single observation must be a minimum of 30 minutes.

Part of the Ascentis devised assessment strategy is the Personal and Professional Practice File (3PF), detailed in a separate document. This is a dynamic document that encourages a holistic approach to the Diploma programme and develops incrementally as the learner progresses through the programme. The 3PF can be downloaded via QuartzWeb, the Ascentis E-Portal

In addition assessment tasks are provided that supplement the 3PF to ensure coverage of all the units of the qualification. The 3PF and the assessment tasks are designed to meet the needs of learners working or intending to work within a wide range of learning environments within Education and Training. Ascentis devised assessment tasks are available but centres may devise their own if there is a rationale for moving away from the Ascentis devised assessment strategy. These will need to be approved by Ascentis prior to delivery. Centre devised assessment tasks should be submitted using the cover sheet provided in Appendix 5.

The 3PF and all assessment tasks should be internally verified within the centre. Ascentis will arrange external verification at a time convenient to the centre, and certification is available throughout the year.

Completion of the 3PF and assessment tasks

Learners need to complete the 3PF and the appropriate assessment tasks for each unit according to the rules of combination, in order to achieve the qualification. The 3PF and assessment tasks are marked within the centre by an assessor who may or may not be the tutor delivering the course. Tutors/assessors must consider whether all the assessment criteria that the 3PF/assessment tasks covers have been met. All assessment criteria across the units being taken must be achieved in order to gain the qualification.

The tutor/assessor must be confident that the work is the learner's own work. For example, this can be ensured by completion of at least part of an assessment task within a supervised classroom environment. The Summary Record of Achievement which includes a statement on authentication should be signed by both the learner and assessor. The summary sheet is found in Appendix 1.

If learners fail to meet the required standard for any of the assessment tasks, after re-drafting and re-submitting up to three times, further support will need to be provided by the tutor and mentor in order that they are able work towards the standard. Individual Learning Plans may need to be reviewed in order that support for the learner is identified and provided.

Generic Criteria

All learners' evidence needs to demonstrate that they have met the generic criteria for each unit as well as covering the appropriate assessment criteria within the unit.

Generic criteria and level descriptors can be found in Appendix 4.

Teaching Practice and Assessed Observations

In order to successfully achieve the Level 5 Diploma in Teaching Mathematics: Numeracy, learners must complete a minimum of 50 hours of teaching practice in a numeracy teaching and learning environment. There must be a minimum of 4 observations totalling a minimum of 4 hours and any single observation session must be of a minimum of 30 minutes. There is a requirement to evidence working with groups of learners to achieve this qualification. In addition practice must be undertaken within at least two of the three levels in the numeracy core curriculum – Entry level and one other (Level 1 or Level 2).

Appendix 3 summarises the practice requirements for the unit *Numeracy teaching and learning (Level 5)*. The four observations must be linked to this unit. To be eligible for the award of credit for the above unit, a learner must be able to provide evidence of four assessed observations of practice that meet the required standard of practice. Details of the standards of practice required of trainee teachers in assessed observations are provided in Appendix 6.

Observed teaching practice should take place at regular intervals throughout the course to allow time for learner reflection and development. A pro forma is provided for the observed teaching report in Appendix 2.

It is recommended that any assessed observations of practice demonstrating the characteristics of Inadequate practice (Grade 4) identified in Appendix 6 should not be included in the total number of assessed observations of practice required for this qualification. Centres should record these observations and provide detailed developmental feedback to trainee teachers.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in Appendix 6 be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor trainee teachers' progress towards meeting developmental points and achieving a Good standard of practice (Grade 2) by the end of their programme. A tracking document is available to download from the website at www.ascentis.co.uk.

Ascentis recommends that **at least two hours** of observed and assessed practice demonstrates Grade 2 characteristics.

In the case of learners who are already teaching, their own classes may be used for teaching practice. For other learners, teaching practice may be individually arranged in appropriate, existing classes. Any appropriate location for teaching practice will allow a trainee teacher to meet the requirements of the standards. However there are particular requirements for certain units which are detailed below. Centres should ensure that teaching practice placements enable learners to meet the requirements of the programme in relation to teaching hours, number of observations and assignments. Centres should also ensure that learners are supported by appropriately qualified staff whilst on placement. The support could be provided by the core delivery team or by a mentor, who must also meet the criteria for staff as specified in the section on centre staffing below.

Initial teacher training providers should ensure that trainee teachers have access to as many of the following elements within their teaching practice as possible:

- A number of teaching practice locations/settings/contexts
- Teaching across more than one level
- Teaching a variety of learners
- Teaching individuals and groups
- Experience of non-teaching roles
- Gaining subject specialist knowledge through workplace mentoring

If the learner does not complete the required 50 hours of teaching practice within the duration of the course, the opportunity to make up the required number of hours should be provided by an agreed deadline. In these circumstances, the award of the Diploma will be withheld until the teaching practice hours are completed.

Centres will need to ensure that evidence of completion of the required amount of teaching practice is available at external verification.

Centre Devised Assessment Tasks

Centre devised assessments can be devised if there is a rationale for moving away from the Ascentis devised assessment strategy. Centre devised assessment tasks must cover all the learning outcomes and assessment criteria within the unit. They will need to be approved by Ascentis prior to delivery. Centre devised assessment tasks should be submitted on the cover sheet in Appendix 5.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal verification of this programme will be co-ordinated by a named co-ordinator at each centre, who will liaise with Ascentis. The co-ordinator may also act as the internal verifier. Internal verification will be carried out through standardisation activities including the internal verification of portfolios evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Verifiers to ensure that assessors' decisions are sampled and monitored throughout the qualification to ensure consistency and fairness. Internal Verifiers are also responsible for supporting assessors by offering advice and guidance.

Further information is available from the Key Documents section of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

All those delivering units and/or observing and assessing practice for the Level 5 Diploma in Teaching Mathematics: Numeracy must have:

- a teaching qualification equivalent to Level 5 or above;
- a Level 4 specialist qualification or Level 5 Additional Diploma or equivalent qualification in the relevant specialist area;
- evidence of teaching experience in a numeracy context;
- in-depth knowledge of the specialist area;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes

Centre staffing will be checked as part of the centre approval process, which will ask for copies of CV's and teaching certificates.

UNIT SPECIFICATIONS

Numeracy knowledge and understanding

Credit Value of Unit: 15

GLH of Unit: 40

Level of Unit: 5

Introduction

The unit aims to enable learners to improve their numeracy knowledge, understanding and practice. Learners will consider fundamental attributes of mathematics and numeracy, the attributes of procedures within mathematics and numeracy and how the origins and status of mathematics impact on numeracy teaching. Learners will also consider the links between popular perceptions of mathematics and numeracy learning.

Learning Outcomes	Assessment Criteria	Assessment
The learner will be able to	The learner can	
1 Understand fundamental attributes of mathematics and numeracy	1.1 Review the historic and cultural development of mathematics	Section 1
	1.2 Analyse the language and concepts associated with number systems	Section 1
	1.3 Analyse common errors and misconceptions in mathematics and possible reasons why they occur	Section 1
	1.4 Analyse the techniques used in mathematics and numeracy for conceptual linkages	Section 1
2 Understand the attributes of procedures within mathematics and numeracy	2.1 Analyse the activities, processes and stages within mathematical problems and investigations.	Section 2
	2.2 Evaluate written, mental and diagrammatic mathematical strategies, analysing the associated meta-language.	Section 1 Section 2
	2.3 Analyse the use, interpretation and representation of data.	Section 2
	2.4 Evaluate the use of measurement systems within problem solving including: <ul style="list-style-type: none"> ▪ definition ▪ conversion ▪ representation 	Section 2
3 Understand how learning theories and the origins and status of mathematics impact on numeracy teaching	3.1 Analyse the effect of the origins and status of mathematics knowledge on mathematics and numeracy curriculum development.	Section 1
	3.2 Analyse how teaching and learning theories underpin numeracy teaching and learning	Section 3
4 Understand the links between the roles and perceptions of mathematics and numeracy within society	4.1 Analyse the role of mathematics and numeracy within society	Section 1
	4.2 Evaluate perceptions of mathematics and numeracy including: <ul style="list-style-type: none"> ▪ popular views; ▪ learner attitudes ▪ trends in learner attainment 	Section 1

Indicative Content

- The historic and cultural development of mathematics: e.g. the development of number and measurement systems
- The language and concepts of the place value system including familiarity with other number bases, standard form and its application
- A range of strategies for performing calculations, formal and informal including the associated language: e.g. coping strategies such as repeated addition for multiplication, use of number lines, role of estimation, approaches to “long” multiplication and division
- Common numeracy errors and misconceptions: e.g. operations involving fractions and decimals, confusion between area and perimeter, concept of probability
- Links between different areas of mathematics: e.g. between measurement and place value, graphical representation to illustrate concepts, role of algebra in generalisation, ratio and scale drawings
- The stages and processes of a mathematical investigation: e.g. analysing data on 3 and 4-year olds to predict the need for pre-school provision, design of an entrance for wheelchair access etc.
- The use of systems of measurement within problem solving: e.g. converting from litres to gallons (metric to imperial) when working out the miles per gallon (mpg) for different models of car.
- The use of statistics: e.g. means of data collection including influence of choice of sample and sample size, techniques of data processing and display, misrepresentation of data
- Range of ways of defining or representing numerical or mathematical concepts up to NQF Level 2: e.g. representation as fraction, proportion, percentage or decimal. Conceptual understanding at higher levels relevant to numeracy teaching and to the target group e.g. use of different number bases, algebraic representation; properties of 2D and 3D shapes
- Debates around the origins and status of numeracy and mathematics and their impact on policy and curriculum development: e.g. meaning of the term “numeracy”; what view of maths/numeracy has influenced the Adult Numeracy Core Curriculum and Functional Mathematics Criteria?
- Different perceptions and role of maths/numeracy within society
- Generic teaching and learning theories and techniques applied to the numeracy curriculum; e.g. the influence of constructivism on the “Thinking through Mathematics” and “Improving Learning in Mathematics” approaches.
- Approaches to numeracy teaching including debates about what constitutes good practice: e.g. developing key concepts; collaborative learning; questioning techniques; problem solving; concepts of “right” and “wrong”; exposing and challenging errors and misconceptions

Assessment method

Please note that this unit is assessed by the following assignments.

Assessment Tasks

Section 1: The Decimal number system (1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 4.1, 4.2)

- Discuss the importance of the decimal number system in the development of mathematics with respect to other number systems.
- Analyse common numeracy errors associated with the decimal number system and suggest written, mental and diagrammatic strategies to support learners' understanding in this area.
- Analyse how the origins and status of mathematical knowledge have affected current mathematics and numeracy curricula.
- Analyse the role of mathematics in society including a discussion of popular views, learner attitudes and trends in learner attainment.

Section 2: Personal mathematical skills: (2.1, 2.2, 2.3, 2.4)

- Choose a problem or investigation that involves measurement systems. Analyse the steps needed to solve the problem or complete the investigation including examples of calculations. Present your results in an appropriate format.
- Discuss the advantages and disadvantages of a range of means of representing data. Choose examples where the representation is or could be misleading and explain why this is so.

Section 3: Evaluation of numeracy learning and teaching (3.2)

Evaluate your own practice with respect to learning and teaching theories and current research in the field of mathematics and numeracy.

Tutor Guidance

Please note that this unit also appears as an optional unit in the following Ascentis qualifications:

Level 5 Diploma in Education and Training

UNIT SPECIFICATIONS

Numeracy and the learners

Credit Value of Unit: 15

GLH of Unit: 40

Level of Unit: 5

Introduction

The unit aims to provide learners with an understanding of the factors that affect the development of numeracy learners. Learners will analyse approaches to initial and diagnostic assessment and numeracy teaching. Learners will also consider the use of technology within numeracy teaching and learning. They will consider how numeracy can impact on different contexts and subjects, how to liaise with others to promote the inclusion of numeracy in learning programmes and how to promote learning support and learner support within numeracy teaching and learning.

Learning Outcomes	Assessment Criteria	Assessment
The learner will be able to	The learner can	
1 Understand the factors that influence the development and progression of numeracy learners.	1.1 Analyse the impact of personal, social, economic and political factors on the development and progression of numeracy learners.	Section 1
	1.2 Explain the impact on learners' literacy and language skills on the development and progression of their numeracy skills.	Section 1
	1.3 Explain how differing communication approaches can affect the learning of numeracy processes and skills.	Section 1
2 Understand the use of assessment approaches to meet the needs of numeracy learners.	2.1 Identify the skills, knowledge and understanding that can be assessed in numeracy.	Section 1
	2.2 Analyse approaches to initial and diagnostic assessment to identify the mathematics and numeracy skills and aspirations of numeracy learners.	Section 1
	2.3 Analyse the use of assessment tools in numeracy teaching and learning.	Section 1
3 Understand the use of numeracy teaching approaches and resources to meet the needs of individual numeracy learners.	3.1 Analyse numeracy teaching approaches and numeracy resources, including technologies, for suitability in meeting individual learners' needs.	Section 1
	3.2 Analyse the impact of using technology on learner engagement, motivation and success in numeracy teaching and learning.	Section 1
4 Understand how numeracy can impact on different contexts and subjects.	4.1 Identify the numeracy skills and knowledge needed by learners across contexts and subjects, and for progression purposes.	Section 2
	4.2 Explain the importance of encouraging learners to make links between their mathematical and numeracy development and their other personal development.	Section 2

5	Be able to promote learning support and learner support within numeracy teaching and learning	5.1 Evaluate the boundaries between own specialist area and those of other specialists and practitioners	Section 1
		5.2 Analyse numeracy learning opportunities to determine how teaching and support needs may be shared between learning professionals	Section 1
6	Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes	6.1 Explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas	Section 2
		6.2 Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area	Section 2

Indicative Content

- Numeracy assessment (initial, diagnostic, formative and summative) .What can/should be assessed at each stage taking an holistic view of assessment e.g. taking account of learners' backgrounds and often unequal proficiency across the curriculum and over time
- Evaluation of different assessment tools, both formal and informal
- The range of motivations, intrinsic and extrinsic for improving numeracy skills: e.g. in relation to current situation, for progression, self-esteem,
- The possible effect of learner background on numeracy learning: e.g. social background, gender, culture, age, personal circumstances and experiences.
- Approaches to numeracy assessment which identifies areas of interest, goals and aspirations as well as existing skills and knowledge.
- Formative assessment methods for mathematics and numeracy: e.g. informal and formal methods and their effectiveness.
- The selection, adaptation, design and evaluation of resources for a particular learner or group, e.g. using concrete materials or real to aid understanding; adapting a worksheet or test questions to promote discussion or analysis of a problem
- Use of specialist equipment e.g. calculators or protractors as teaching aids
- Communication strategies which promote understanding of numeracy concepts e.g. discussion; higher order / "show me" questions; strategies to encourage participation by learners with negative experiences of maths
- The link between language and understanding and the importance of language in the learning of numeracy
- Use of digital technologies in numeracy teaching and learning, e.g. real data from the internet, exploring tessellation through drawing programmes, use of mobile phones, virtual learning environments, social networking, interactive whiteboards etc.
- Use of assessment and feedback to promote learning e.g. error analysis, praise and feedback.
- The impact of a range of difficulties on numeracy learning: e.g. physical disabilities, mental health issues, and learning difficulties including specific learning difficulties such as dyslexia and dyscalculia.
- The numeracy skills and knowledge needed in particular contexts: e.g. course or vocationally related as well as personal needs and interest.
- The role of the numeracy/maths specialist within different models of delivery across the lifelong learning sector: e.g. embedding or contextualising within vocational areas, discrete classes, delivery within employment programmes.
- Teaching and learning strategies for a range of learner needs and contexts: e.g. combating previous negative experience, overcoming maths anxiety, promoting learner independence; learner needs.
- Progression routes and specialist services for signposting learners e.g. specialist advice services, place of numeracy in potential progression routes, entry requirements, helping learners to develop skills needed to access services.

Assessment method

Please note that this unit is assessed by the following assignments:

Assessment Tasks
<p>Section 1: Case Study (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2)</p> <ul style="list-style-type: none">a) Choose a learner that you currently work with and discuss how each of the following may have had an impact on their development and progression in numeracy.<ul style="list-style-type: none">• literacy/language skills• personal and social factorsb) Analyse the initial and diagnostic assessment tools used with this learner. Give details of this learner's starting point in terms of numeracy skills, motivation and aspirations.c) Describe the teaching approaches, communication approaches and resources (including use of technologies) that you have planned for this learner and say how they help engage and motivate.d) Describe what additional support might be available for this learner or learners in general. <p>Section 2: Numeracy in context (4.1, 4.2, 6.1, 6.2)</p> <ul style="list-style-type: none">a) Analyse the uses of numeracy within a chosen context (personal, community or vocational).b) Describe how to use context to motivate learners within a practical teaching situation.c) Evaluate models for delivering numeracy within different contexts including a discussion of how numeracy teachers may need to work with professionals in other curriculum areas.

Tutor Guidance

Please note that this unit also appears as an optional unit in the following Ascentis qualifications:

Level 5 Diploma in Education and Training

UNIT SPECIFICATIONS

Numeracy teaching and learning

Credit Value of Unit: 15

GLH of Unit: 40

Level of Unit: 5

Introduction

The unit aims to enable learners to provide inclusive numeracy teaching and learning. Learners will plan numeracy teaching and learning to meet learners' needs and curriculum requirements, create and maintain a supportive and challenging numeracy learning environment, use communication strategies and techniques within numeracy learning, and assess learners' numeracy development. Learners will also evaluate their practice to improve their numeracy teaching.

Learning Outcomes	Assessment Criteria	3PF
The learner will be able to	The learner can	
1 Be able to plan inclusive numeracy teaching and learning.	1.1 Plan numeracy teaching and learning to meet the needs of numeracy learners and curriculum requirements using: <ul style="list-style-type: none"> ▪ own specialist numeracy knowledge ▪ the results of numeracy initial and diagnostic assessment. 	PDE OR
	1.2 Select numeracy teaching approaches and resources to meet the individual needs of numeracy learners.	PDE OR
2 Be able to assess learners' numeracy knowledge, understanding and skills.	2.1 Carry out initial and diagnostic assessment to identify learners' existing mathematical and numeracy skills, knowledge, understanding and aspirations.	PDE OR
	2.2 Involve learners in the processes of assessment and target setting.	PDE OR
	2.3 Use numeracy assessment tools to measure the development of learners' numeracy skills	PDE RJ
	2.4 Record numeracy assessment information in accordance with organisation systems.	PDE
3 Be able to deliver inclusive numeracy teaching and learning.	3.1 Maintain a supportive and challenging numeracy learning environment that motivates learners and meets their needs.	PDE OR
	3.2 Use numeracy teaching approaches and resources to develop the numeracy skills of individual learners.	PDE OR
4 Be able to use communication strategies and techniques within numeracy learning.	4.1 Devise communication strategies to enable learners to develop numeracy language and vocabulary.	PDE
	4.2 Use communication strategies to enable learners to develop numeracy language and vocabulary.	PDE OR
	4.3 Use collaborative learning techniques to improve numeracy learning and problem solving	PDE OR
	4.4 Use communication strategies to develop the literacy and language skills needed by learners to develop their numeracy and problem solving skills.	PDE OR

5 Be able to evaluate own practice in numeracy teaching.	5.1 Reflect on own practice in numeracy teaching, drawing on: <ul style="list-style-type: none"> ▪ own research in numeracy teaching and learning ▪ learners' assessment data ▪ feedback from learners ▪ feedback from colleagues. 	RJ PDE
	5.2 Identify ways to improve own practice in numeracy teaching	RJ PDE

Indicative Content

- Numeracy assessment (initial, diagnostic, formative and summative) .What can/should be assessed at each stage taking an holistic view of assessment e.g. taking account of learners' backgrounds and often unequal proficiency across the curriculum and over time
- Negotiation of individual learning goals and targets, e.g. balance of individual goals and curriculum, writing targets in a language accessible to the learner
- Methods and approaches for gaining feedback from learners and the role of feedback in assessment for learning
- The selection, adaptation, design and evaluation of resources for a particular learner or group, e.g. using concrete materials or real to aid understanding; adapting a worksheet or test questions to promote discussion or analysis of a problem
- Use of specialist equipment e.g. calculators or protractors as teaching aids
- Communication strategies which promote understanding of numeracy concepts e.g. discussion; higher order / "show me" questions; strategies to encourage participation by learners with negative experiences of maths
- Techniques and approaches for supporting the development of literacy and language within the numeracy classroom including development of numeracy language and vocabulary
- Approaches to engage and motivate learners and reduce anxiety, e.g. valuing prior knowledge and experience, generating success through breaking down tasks, showing enthusiasm for the subject , linking to a vocational context, encouraging self-assessment
- Use of digital technologies in numeracy teaching and learning, e.g. real data from the internet, exploring tessellation through drawing programmes, use of mobile phones, virtual learning environments, social networking, interactive whiteboards etc.
- Collaborative learning techniques
- How to support learners to develop problem solving skills
- Means of recording progress in numeracy, e.g. questions around what constitutes progress, recording changes in attitude, requirements of learner, teacher and institution
- Different models of reflection and the nature of reflective practice
- Use of research to develop own practice: e.g. knowledge of relevant publications and organisations involving international and national research; development as a reflective practitioner; use of learner assessment data and learner views to improve numeracy teaching, action research approaches for individuals and teaching teams.
- Evaluation of numeracy learning and teaching, e.g. eliciting feedback from learners, linking to theories of learning, in terms of what has been learnt.

Approaches to planning numeracy programmes and sessions which:

- Employ a "spiral of learning" , and relate to current maths standards and curricula e.g. the Adult Numeracy Core Curriculum, Functional Mathematics Standards and the National Curriculum to support family learning
- Use learner aims and goals e.g. specific programme for parents, balancing individual needs in a mixed group, liaison with colleagues to plan contextualised schemes of work
- Use overarching themes and highlight connections between different topics, e.g. conducting a survey
- Break down learner aims into achievable objectives, e.g. affective goals as well as those measured by SMART targets
- Identify different types of learning objectives e.g. mastery of techniques, relevant motor skills, conceptual understanding , developing confidence, developing reasoning or critical thinking skills,
- Use differentiated activities e.g. offer a choice of level of challenge, plan for targeted questioning
- Encourage use of language , e.g. discussion of approaches, peer explanations to help development of concepts and develop higher order/ critical thinking skills e.g. good value in sales, developing reasoning
- Use collaborative learning techniques, e.g. small group task matching different representations of concepts such as fractions, decimals, percentages.
- Use activities which challenge learners, e.g. open ended problems,
- Develop an atmosphere in which learners feel supported e.g. mistakes are welcomed as opportunities for learning, activities are planned to promote learning as a social interaction
- Value cultural diversity and support learners with physical or other difficulties

Provide assessment opportunities, e.g. asking learners to explain methods, use diagnostic questioning, reviews

Tutor Guidance for Unit

Assessment method for Unit

Learners should complete the 3PF.

Summary Record of Achievement

Level 5 Diploma in Teaching Mathematics: Numeracy

Learner Name _____

Minimum Credit Value of Qualification: 45

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Numeracy teaching and learning	5	15			
Numeracy knowledge and understanding	5	15			
Numeracy and the learners	5	15			

I certify that the assessments are all my own work and any sources are duly acknowledged.

Learner Signature _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Observed and Assessed Teaching Report

Level 5 Subject Specialist Diplomas (English: Literacy, English: ESOL, and Mathematics: Numeracy)

This pro forma can be used by centres to record the judgements made when observing and assessing learners' teaching for the Level 5 Subject Specialist Diplomas in English: Literacy, English: ESOL, and Mathematics: Numeracy. Centres are not required to use this pro forma and if they wish, can develop their own. However, centres should ensure that they cover each of the elements identified below including grading learner's teaching. Judgements relating to grading should be based on the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the Handbook for the inspection of further education and skills (Ofsted 2012). The pro forma also identifies assessment criteria from the Level 5 Subject Specialist Diplomas in English: Literacy, English: ESOL, and Mathematics: Numeracy that learners can meet and/or partially meet in their practical teaching. Whilst it is not essential for learners to demonstrate that they meet each of the assessment criteria identified below during observations of their practice, it is likely that they will generate some relevant evidence in relation to some and/or all of these criteria. Centres may wish to draw on this evidence to demonstrate learners' achievement of particular assessment criteria. It should be noted that the list of assessment criteria identified below is not intended to be exhaustive. Centres may identify other assessment criteria which learners can meet in their practice.

Key to abbreviations:

- LTL: Literacy teaching and learning (level 5)
- ETL: ESOL teaching and learning (level 5)
- NTL: Numeracy teaching and learning (level 5)

Learner name:	Observer name and status: (tutor/mentor)	Observation number: (1 2 3 4)
Course/group taught:	Subject/topic	Location of session:
Time of session: From: To:	Duration of observation: From: To:	Date of observation:
Name of qualification:		
Action points from previous observations to be addressed in this session		

Planning and preparation	Links to assessment criteria	Observer's comments
Clarity and content of scheme of work	LTL 2.1 & 2.2; ETL 2.1 & 2.2; NTL 1.1 & 1.2;	

<p>Clarity and content of session plan including:</p> <ul style="list-style-type: none"> • Expression of learning outcomes • Appropriateness of session structure • Range and appropriateness of teaching and learning approaches and activities • Range and appropriateness of teaching and learning resources • Range and appropriateness of assessment methods and activities • Identification of strategies for differentiation 	LTL 2.1 & 2.2; ETL 2.1 & 2.2; NTL 1.1 & 1.2;	
Quality of learning resources/materials	LTL 2.2; ETL 2.2; NTL 1.2;	
Organisation and safety of learning environment	LTL 2.1; ETL 2.1; NTL 1.1;	

Teaching, learning and assessment	Links to assessment criteria	Observer's comments
Completion of administrative requirements of lesson	LTL 4.4; ETL 4.4; NTL 2.4;	
Clarity of introduction to lesson	LTL 3.1 & 3.2; NTL 3.1;	

Clarity of links to previous learning	LTL 3.1 & 3.2; LETL 3.1 & 3.2; NTL 3.2;	
Effectiveness of checks on previous learning	LTL3.1 & 4.2; ETL 3.1; NTL 3.2;	
Effectiveness of use of teaching and learning approaches, activities and resources to meet individual learning needs	LTL 3.1 & 3.2; ETL 3.1 & 3.2; NTL 3.2;	
Clarity and appropriateness of verbal communication	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 4.1 - 4.4;	
Appropriateness of non-verbal communication	LTL 3.1; 4.1 & 4.2; ETL 3.1; 4.1 & 4.2; ETL 3.1; 4.1 & 4.2; NTL 4.1 – 4.4;	

Effectiveness of questioning techniques	LTL3.1, 4.1, 4.2 & 4.3; ETL 3.1; 4.1, 4.2 & 4.3; NTL 2.1; 2.2 & 4.1 4.4;	
Effectiveness of listening skills	LTL 3.1, 4.2 & 4.3; ETL 3.1, 4.2 & 4.3; NTL 2.1, 2.2 & 3.2;	
Effectiveness of responses to learners' questions	LTL 3.1, 4.1, 4.2 & 4.3; ETL 3.1, 4.1, 4.2 & 4.3; NTL 2.1, 2.2;	

Appropriateness of pace of lesson	LTL 3.1 & 4.2; ETL 3.1 & 4.2; NTL 2.3 & 3.2;	
Teacher's expertise in and enthusiasm for the specialist area	LTL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4; ETL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4; NTL 1.1, 1.2, 2.1, 2.3, 3.2, 4.1 – 4.4;	
Effectiveness of promotion of equality and diversity	LTL 3.1; ETL 3.1; NTL 3.2;	
Effectiveness of integration of English, Mathematics and ICT skills	LTL 3.2; ETL 3.2; NTL 3.2 & 4.1 – 4.4;	
Quality of support for individual learning needs	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 2.3, 3.2 & 4.1 – 4.4;	
Effectiveness of classroom / behaviour management	LTL 3.1; ETL 3.1; NTL 3.1 & 3.2;	
Level of engagement, motivation and interest of learners	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 3.1, 3.2, 4.1 – 4.4 & 2.3;	
Level of co-operation and interaction of learners	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 3.1, 3.2, 4.1 – 4.4 & 2.3;	
Extent of learners' progress	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 2.3,	

	3.2 & 4.1 – 4.4;	
Effectiveness of conclusion to lesson	LTL 3.1; ETL 3.1; NTL 3.2;	
Level and appropriateness of teachers' expectations of learners	LTL 3.1, 3.3, 4.1 & 4.2; ETL 3.1, 3.3, 4.1 & 4.2; NTL 2.2, 2.3, 3.2;	
Level of learners' understanding of assessment activities and requirements	LTL 4.2; ETL 4.2; NTL 2.3;	
Effectiveness of use of assessment methods and activities to assess learning and meet the individual needs of learners	LTL 4.1 & 4.2; ETL 4.1 & 4.2; NTL 2.1 & 2.3;	

Effectiveness of monitoring of and checks on learning	LTL 4.2; ETL 4.2; NTL 2.3;	
Quality and effectiveness of verbal and written feedback to learners	LTL 4.2; ETL 4.2; NTL 2.3;	
Content and accuracy of assessment records	LTL 4.4; ETL 4.4; NTL 2.4	

Summary Review

Key strengths	
Key areas for development	
Progress towards meeting action points identified in previous observations	
The learner has, on the basis of the observed session, demonstrated the characteristics of grade	Please indicate 1, 2, 3 or 4
Observer's signature	Date

Learner Reflections

Reflections on observed session
--

Reflection on observer feedback	
Action points / plan	
Learner's signature	Date

Summary of Practice Requirements for the Mandatory Units

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Mandatory units			
Numeracy teaching and learning Level 5	Yes	Yes	<p>There is a requirement for a minimum of 50 hours of practice for this unit. Practice must be in teaching and learning environments with a numeracy context, and should involve working with groups of learners. Practice must be undertaken within at least two of the three levels of the numeracy curriculum – Entry Level and one other level.</p> <p>To be eligible for the award of credit for this unit, trainee teachers must have evidence of a minimum of four assessed observations of practice at the required standard; totalling a minimum of four hours. All four of these observations must be in teaching and learning environments in a numeracy context. Assessed observations should include at least one numeracy observation at Entry Level.</p> <p>There is no transfer of practice, or of observed and assessed practice, from previously achieved teaching or training qualifications.</p>
Numeracy knowledge and understanding Level 5	No	No	n/a
Numeracy and the learner Level 5	No	No	n/a

Level 5 Descriptors

Level Descriptor Extract Level 5				
Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	<p>Use practical, theoretical or technical understanding to find ways forward in broadly defined, complex contexts.</p> <p>Analyse, interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature and scope of the area of study or work.</p> <p>Understand different perspectives or approaches or schools of thought and the reasoning behind them.</p>	<p>Address broadly-defined, complex problems.</p> <p>Determine, adapt and use appropriate methods and skills.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>	<p>Take responsibility for planning and developing courses of action, including, where relevant, responsibility for the work of others.</p> <p>Exercise autonomy and judgement within broad parameters.</p>

QCA (2007) *Level Descriptors for positioning units in the Qualifications and Credit Framework tests and trials* (Version 2) London. QCA

Generic Level 5 Descriptors

By the end of the programme, learners will be able to demonstrate:

A critical reflection of the relationship between theory and practice

Critical evaluation of key concepts and principles in their area of study

Critical application of their knowledge and understanding of key concepts and principles to personal and professional practice

Evidence of detailed research and reading, including professional publications

Concise, precise academic writing showing evidence of detailed planning

Clear analysis and development of ideas and arguments

Utilisation of the Harvard bibliographical referencing system

Effective communication of information and arguments to a range of audiences

Accurate use of grammar, punctuation and spelling

Critical analysis of and critical reflection on concepts and evidence to support a particular point of view

Accurate use of numerical calculations and interpretation of data

Use of Information and Communication Technology

Evidence of commitment to working within a professional value base

Cover Sheet for Centre Devised Assessment Tasks

Cover Sheet for the Submission of Assessment Tasks for Qualifications within the Education and Training suite of qualifications for approval by Ascentis

Qualification Title	
Qualification Subject Code	Qualification Level
Title of the Assessment Tasks	
Centre Name	
Name of Coordinator	
Signature of Coordinator	Date

Please enclose the assignments for approval together with this cover sheet and return to qualityassurance@ascentis.co.uk. Within each assignment mapping of the tasks to the assessment criteria must be included and the assessment tasks should cover all the assessment criteria of the unit at a particular level.

Please list in the box below any additional information that you may wish to give in support of this submission. (You may attach a separate sheet)

Additional Information in Support of the Submission

For Ascentis use only						
Approved	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	Referred	<input type="checkbox"/>
Ascentis Quality Manager Signature						
Date						

Observation Grading Characteristics

Standards of practice required of trainee teachers in assessed observations

The Initial Teacher Education (ITE) inspection handbook (Ofsted, 2012) states that, for outcomes for trainee teachers to be judged as at a good level, their teaching should be predominately good, with examples of outstanding teaching. When making judgements about trainee teachers' practice, inspectors often use as a point of reference and guidance, the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the *Handbook for the inspection of further education and skills (Ofsted, 2012)*.

Grading Characteristics

Outstanding (Grade 1)

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.
- All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.
- Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.
- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.
- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology ICT are available and are used by staff and learners during and between learning and assessment sessions.
- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.
- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.
- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning progression.

Good (Grade 2)

- Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.
- Staff have high expectations of all learners. Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.
- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skilfully question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Good use of resources including ICT and regular coursework contribute well to learners' progress.
- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.
- The teaching of English, mathematics and functional skills is generally good. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.
- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.

Requires improvement (Grade 3)

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.
- There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress. Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.
- Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.
- Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.
- Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.
- The teaching of English, Mathematics and Functional Skills is satisfactory overall.
- The promotion of equality and support for diversity in teaching and learning are satisfactory.

- Advice, guidance and support help to motivate learners to succeed in their learning and progress.

Inadequate (Grade 4)

- Teaching, learning and assessment are likely to be inadequate where any of the following apply.
- As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals.
- Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.
- Staff lack expertise and the ability to promote learning.
- Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.
- Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, Mathematics and language needs.
- Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.

Glossary

The table gives definitions for each of the terms and acronyms used in this document

Acronym/Term	Definition
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notional hours of learning
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	An activity where trainee teachers prepare and deliver a short teaching and learning session to their peers following which they evaluate their practice
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	(Award in) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RPL	Recognition of Prior Learning

Resources to Support the Delivery of the Qualification

This list of resources is intended to be used by teacher educators to inform the planning and delivery of their teaching training programmes. They may wish to put together a collection of 'readings' for their learners. These readings might consist of a chapter or part of a chapter from a text book, a journal article or a summary from a research report. These readings are a way of encouraging students to not only read round a subject or topic, but to explore a range of views or theoretical perspectives which demonstrates that teaching is a contested activity with a wide range of viewpoints on how it should be done. The important point for students is to be comfortable in using other people's views and ideas in their own written work so long as they acknowledge them. The list below is not exhaustive, but illustrates a sample of resources currently available.

Books

- Appleyard N & Appleyard K (2010) *Communicating with Learners in the Lifelong Learning Sector* Exeter Learning Matters
- Avis J Fisher R & Thompson R (Editors) (2010) *Teaching in Lifelong Learning: A Guide to Theory and Practice* Maidenhead Open University Press
- Ayers H (2006) *An A to Z Practical Guide to Learning Difficulties* London David Fulton Publishers
- Black P et al (2003) *Assessment for Learning: putting it into practice* Maidenhead Open University Press
- Cowley S (2006) *Getting the Buggers to Behave* London Continuum
- Duckworth et al (2010) *Successful Teaching Practice in the Lifelong Learning Sector* Exeter Learning Matters
- Gardner H (1993) *Multiple Intelligences: The Theory in Practice* New York Basic Books
- Gravells A (2012) *Preparing to Teach in the Lifelong Learning Sector: The New Award* Exeter Learning Matters
- Gravells A & Simpson S (2012) *Equality and Diversity* Exeter Learning Matters
- Gravells A (2016) *Principles and Practice of Assessment* Exeter Learning Matters
- Hill C (2008) *Teaching with e-learning in the Lifelong Learning Sector* (2nd Edn) Exeter Learning Matters
- Hillier Y (2009) *Reflective teaching in further and adult education* (2nd Edn) London Continuum
- Kolb D A (1984) *Experiential Learning: Experience as the Source of Learning and Development* London Pearson Prentice Hall
- Maslow A (1987) *Motivation and Personality* (Rev Edn) London Longman
- NIACE (2009) *Readability: How to produce clear written materials for a range of readers* Leicester NIACE. Available as a free download at: <http://shop.niace.org.uk/readability.html>
- Petty G. (2009) *Evidence Based Teaching A Practical Approach* (2nd Edn) Cheltenham Nelson Thornes
- Petty G. (2009) *Teaching Today A Practical Guide* (5th Edn) Cheltenham Nelson Thornes

- Powell S & Tummons J (2011) *Inclusive Practice in the Lifelong Learning Sector* Exeter Learning Matters
- Reisenberger A & Dadzie S (2002) *Equality and Diversity in Adult and Community Learning: A Guide for Managers* London LSDA
- Schön, D.A. (1987), *Educating the Reflective Practitioner* San Francisco CA Jossey-Bass
- Tummons J (2011) *Assessing Learning in the Lifelong Learning Sector* (3rd Edn) Exeter Learning Matters
- Wallace S (2011) *Teaching Tutoring and Training in the Lifelong Learning Sector* Exeter Learning Matters
- Wallace S (2007) *Managing Behaviour in the Lifelong Learning Sector* Exeter Learning Matters
- Wallace S & Gravells J (2007) *Mentoring* (2nd Edn) Exeter Learning Matters
- Wenger E (1998) *Communities of Practice: Learning, meaning and identity*, Cambridge, Cambridge University Press
- Wood J & Dickinson J (2011) *Quality Assurance and Evaluation in the Lifelong Learning Sector* Exeter Learning Matters

Research reports

- Barton D (2003) *Models of Adult Learning* London NRDC
- Casey et al (2007) *You wouldn't expect a maths teacher to teach plastering* London NRDC
- (2010) *Teacher Education for Inclusion: An International Literature Review*. Brussels European Agency for Development in Special Needs Education

Government reports

- DfES/Standards Unit (2004) *Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector* Annesley: DfES Publications
- DfES (2006) *Further Education: Raising Skills, Improving Life Chances* Norwich: The Stationary Office
- Department of Education and Employment (1999) *The Moser Report: A Fresh Start – Improving Literacy and Numeracy*, London: DfEE
- FEFC (1996) *The Tomlinson Report: Inclusive Learning*, London: HMSO
- Ofsted (2008) *The Initial Training of Further Education Teachers* London : Ofsted

Journals

- Action in Teacher Education
- British Journal of Education Studies
- International Journal of Lifelong Learning
- Journal of Education Policy,
- Journal of Education and Work
- Journal of Education for Teaching
- Journal of Literacy Research
- Journal of Vocational Education and Training
- Research in Post Compulsory Education
- Teaching Education
- Teaching in Lifelong Learning

Journal articles

- Atkins, Liz (2011) A Guide to Instrumentalism: Initial Teacher Education in the Lifelong Learning Sector. In: *55th International Council on Education for Teaching World Assembly 2011*, 11th 14th July 2011, Glasgow, Scotland. (Unpublished) Available at: <http://eprints.hud.ac.uk/11763/>
- Hobley, Janet (2011) The Shoebox activity: a powerful tool for learning. *Teaching in lifelong learning: a journal to inform and improve practice*, 3 (2). pp. 39-48.
Available at: <http://eprints.hud.ac.uk/12031/1/Hobleyvol3no2doi.pdf>
- Bathmaker, Ann-Marie and Avis, James (2005) Becoming a lecturer in further education in England: the construction of professional identity and the role of communities of practice in: *Journal of Education for Teaching*, Volume 31, Number 1 pages 47 – 62
- Lucas, Norman (2007) 'Rethinking Initial Teacher Education for Further Education Teachers: From a standards-led to a knowledge-based approach' in: *Teaching Education*, Volume 18, Number 2 pages 93 - 106

Magazines

Reflect: available at www.set.et-foundation.co.uk

Adults Learning, NIACE (Monthly journal)

Education Guardian (Tuesday) or www.education.guardian.co.uk

Useful websites

Excellence Gateway English, Maths and ESOL Hub <http://www.excellencegateway.org.uk/sfl>

Access for All (2002) DfES <http://rwp.excellencegateway.org.uk/Access%20for%20All/>

Adult Literacy, Numeracy, ESOL Pre-Entry Core Curriculum (2001) DfES
<http://www.excellencegateway.org.uk/sflcurriculum>

Update magazine <http://www.excellencegateway.org.uk/node/20171>

National Centre for Excellence in Teaching Maths This site has the Maths 4 Life resources.
<https://www.ncetm.org.uk>

National Numeracy <http://www.nationalnumeracy.org.uk/home/index.html>

Department for Education <http://www.education.gov.uk/>