



Training
QualificationsUK

Qualification Specification

TQUK Level 5 Diploma in Teaching English: Literacy (RQF)

Qualification Number: 601/5235/7

Version 9

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 9	Rebranded

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 5 Diploma in Teaching English: Literacy (RQF) is regulated by Ofqual.

It was supported by Skills for Justice as the interim Sector Skills Council for the Learning & Development sector at the time of development.

Qualification Purpose

The TQUK Level 5 Diploma in Teaching English: Literacy is a standalone specialist qualification for teachers or trainee teachers working in the education and training sector who wish to obtain a specialist teaching qualification in literacy. It can be completed before a generic teaching qualification, afterwards or concurrently.

It is suitable for teachers, tutors and trainers working in a variety of settings including colleges, adult and community learning centres or delivering work-based learning.

The aims of the qualification are to develop learners' knowledge, skills and attitudes for teaching literacy.

It is suitable for:

- Teachers who have a generic teaching qualification and wish to gain a subject qualification in literacy.
- Trainee teachers taking the stand-alone before taking a generic teaching qualification.
- Teachers who have a qualification for teaching numeracy or ESOL who now need to teach literacy
- Teachers delivering Functional Skills English

Links to other qualifications in the Education and Training suite

It is not necessary for learners undertaking this qualification to have previously achieved either the Level 3 Award in Education and Training or the Level 4 Certificate in Education and Training. However, where learners have achieved a previous qualification no credit or observed and assessed practice can be transferred from the Level 3 Award in Education and Training

Individuals who have completed the Level 4 Certificate in Education and Training should have their prior achievement recognised; RPL will apply between the mandatory credit from the Level 4 Certificate in Education and Training and the Level 4 unit Teaching, learning, and assessment in education and training from the TQUK Level 5 Diploma in Education and Training (including Teaching English: Literacy) Learners must demonstrate that their prior learning meets the requirements of Level 4.

Learners may also use some of the evidence of practice, including observed and assessed practice, to meet the practice requirements for the Level 4 unit Teaching, learning and assessment in education

and training and towards the overall minimum practice requirements, including observed and assessed practice requirements.

Entry Requirements

All trainee teachers should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. Where trainee teachers have already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous action taken to address them should be reviewed and updated as required.

Potential teacher trainees wishing to take this specialist qualification will need to evidence Level 3 personal skills in literacy.

The qualification is suitable for learners of 19 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- Level 5 Diploma in Education and Training
- Level 5 Diploma in Education and Training (including Teaching Mathematics: Numeracy)
- Level 5 Diploma in Education and Training (including teaching English: ESOL)
- Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL)
- Level 5 Diploma in Education and Training (including teaching Disabled Learners)
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement.

Structure

Learners must achieve at least 45 credits - 30 credits from Group M and a minimum of 15 credits from Group O.

Group M - Mandatory units

Units	Unit ref.	Level	Guided Learning Hours	Credit value
Literacy teaching and learning	A/505/0771	5	40	15

Literacy theories and frameworks	J/505/0773	5	40	15
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Group O - Optional units

Units	Unit ref.	Level	Guided Learning Hours	Credit value
Literacy and the learners	L/505/0774	5	40	15
Literacy, ESOL and the learners	Y/505/0776	5	40	15

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 120 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 330 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The total Qualification Time for this qualification is 450 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where stated in a unit's assessment requirements, that unit must be assessed in line with the assessment strategy/principles.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

A minimum practice requirement of 50 hours teaching, all of which must be in the specialist area and 4 assessed observations of teaching, all in the specialist area. Observations of practice must meet the required standard

See assessment requirements for Literacy teaching and learning in the Unit details

Any single observation must be a minimum of half an hour. Observations should be appropriately spaced through the learning programme and take into account learner progress.

Effective teaching practice experience should ideally include:

- different 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; and
- gaining subject-specialist knowledge through workplace mentoring.

Providers should ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

In order to gain approval by TQUK to deliver the Level 5 Diploma in Teaching English: Literacy trainers/assessors must have all of the following:

- occupationally competence in the subject area being delivered
- current evidence of continuing professional development in assessment and quality assurance
- a teaching qualification equivalent to QCF Level 5 or above;
- a Level 4 specialist qualification or Level 5 Additional Diploma or equivalent qualification in the relevant specialist area
- evidence of relevant teaching experience in the specialist context(s);
- in-depth knowledge of the relevant specialist area(s);
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

You may also find the following websites useful:

- Excellence Gateway <http://www.excellencegateway.org.uk/>
- National Research and Development Centre for Adult Literacy and Numeracy www.nrdc.org.uk
- Department for Education <http://www.education.gov.uk/>

- Education and Training foundation
- Ann Gravells Ltd – www.anngavells.co.uk (teaching information and resources)
- Assessment tools library (literacy, numeracy, ESOL, dyslexia) - <http://archive.excellencegateway.org.uk/page.aspx?o=toolslibrary>
- Brainboxx teaching resources - www.brainboxx.co.uk Educational Theory – www.businessballs.com Equality and Diversity Forum – www.edf.org.uk
- Initial Assessment Tools – www.toolslibrary.co.uk Institute for Learning – www.ifl.ac.uk
- Learning Styles – www.vark-learn.com
- National Institute of Adult Continuing Education - www.niace.org.uk Plagiarism - <http://plagiarism.org>
- Post Compulsory Education and Training Network – www.pcet.net
- Qualifications and Credit Framework (QCF) – <http://www.ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/>
- Teaching resources - <http://excellence.gia.org.uk/golddust/>

Reading List for Learners

- Castle P & Buckler S (2009) How to be a Successful Teacher London SAGE Publications Ltd
- Gravells A (2013) The Award in Education and Training London Learning Matters
- Gravells A (2013) Passing Assessments for The Award in Education and Training London Learning Matters
- Gravells A (2012) Achieving your TAQA Assessor and Internal Quality Assurer Award Exeter Learning Matters
- Gravells A & Simpson S (2012) Equality and Diversity in the Lifelong Learning Sector (2nd Edn) London Learning Matters
- Gravells A (2012) What is Teaching in the Lifelong Learning Sector? London Learning Matters
- Kidd W & Czerniawski G (2010) Successful Teaching 14-19 London SAGE Publications Ltd
- Ofqual (2009) Authenticity – A Guide for Teachers. Coventry: Ofqual.
- Peart S & Atkins L (2011) Teaching 14-19 Learners in the Lifelong Learning Sector Exeter Learning Matters
- Powell S & Tummons J (2011) Inclusive Practice in the Lifelong Learning Sector Exeter Learning Matters
- Read H (2011) The Best Assessor's Guide Bideford Read On Publications
- Reece I and Walker S (2007) Teaching, Training and Learning: A Practical Guide (6th Ed) Tyne & Wear Business Education Publishers
- Vizard D (2012) How to Manage Behaviour in Further Education London Sage Publications Ltd
- Wallace S (2007) Managing Behaviour in the Lifelong Learning Sector Exeter Learning Matters
- Wallace S (2011) Teaching, Tutoring and Training in the Lifelong Learning Sector (4th Edn) Exeter Learning Matters

Mandatory Units

Title:	Literacy teaching and learning A/505/0771	
Level:	5	
Credit value:	15	
Guided learning hours:	40	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the use of literacy and language teaching approaches and resources to meet the needs of individual literacy and language learners	1.1	Analyse literacy teaching approaches and literacy resources, including technologies, for suitability in meeting individual learners' needs
	1.2	Analyse the impact of using technology on learner engagement, motivation and success in literacy teaching and learning
2. Be able to plan inclusive literacy and language teaching and learning	2.1	Plan literacy and language teaching and learning to meet the needs of individual literacy learners using: <ul style="list-style-type: none"> • own specialist knowledge of language systems; • the results of specialist initial and diagnostic assessments; and • specialist curricula
	2.2	Select literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners
3. Be able to deliver inclusive literacy and language teaching and learning	3.1	Use literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners

	3.2	Use specialist literacy and language approaches, methods, activities and resources to develop literacy learners in their: <ul style="list-style-type: none"> • awareness of how language works; • basic literacy skills; • speaking and listening skills; • reading skills; and • writing skills
4. Be able to use specialist approaches and tools in the assessment of literacy and language learners	4.1	Carry out specialist initial and diagnostic assessment to identify learners' existing literacy and literacy skills
	4.2	Use specialist approaches and tools to conduct literacy and language assessments of learning to meet the needs of individual learners
	4.3	Involve literacy learners in target setting and the processes of assessment
	4.4	Record relevant specialist assessment information to inform teaching and learning
5. Be able to evaluate own practice in teaching literacy and language	5.1	Reflect on own practice in teaching literacy and language drawing on: <ul style="list-style-type: none"> • own research into specialist area; • assessment data; • feedback from learners; and • feedback from colleagues
	5.2	Identify ways to improve own practice in teaching literacy and language
<p>Assessment requirements:</p> <p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Four observations contextualised to the subject specialism must be passed for this unit to be awarded. There must be a minimum of one at Entry Level and one at one other level (Level 1 or 2).</p> <p>Simulation is not permitted.</p> <p>The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice.</p> <p>Practice must be in teaching and learning environments with a literacy context, and should involve working with groups of learners. Practice must be undertaken within at least two of the three levels of the literacy 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 and in a literacy context.</p> <p>Assessed observations should include at least one literacy observation at Entry Level. There is no transfer of</p>		

practice, or of observed and assessed practice, from a previously achieved Level 4 education and training qualification.

Title:	Literacy theories and frameworks J/505/0773	
Level:	5	
Credit value:	15	
Guided learning hours:	40	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand theories and principles relating to language acquisition and learning	1.1	Analyse theories of language acquisition and learning
	1.2	Analyse language teaching approaches associated with theories of language acquisition and learning
2. Understand theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development
	2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
3. Be able to analyse spoken and written language	3.1	Analyse ways in which language can be described
	3.2	Explain descriptive and prescriptive approaches to language analysis
	3.3	Analyse spoken and written language at: <ul style="list-style-type: none"> • text and discourse level; • sentence and phrase level; • word level; and • phoneme level
	3.4	Use key discoursal, grammatical, lexical and phonological terms accurately
4. Understand the processes involved in the development of speaking, listening, reading and writing skills	4.1	Analyse the processes involved in speaking and listening for literacy learners
	4.2	Analyse the processes involved in reading and writing for literacy learners

	4.3	Explain the mutual dependence of reading, listening, writing and speaking in literacy and language teaching and learning
	4.4	Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning
Assessment requirements: N/A		

Optional Units

Title:	Literacy and the learners L/505/0774	
Level:	5	
Credit value:	15	
Guided learning hours:	40	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the significance of language change and variety for literacy learners	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> • text and discourse level; • sentence and phrase level; • word level; and • phoneme level
	1.3	Explain ways in which language change and variety can have an impact on literacy learners' literacy and language development
2. Understand the relationship between language and social processes	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	2.2	Analyse how language is used in the formation, maintenance and transformation of power relations
3. Understand factors that influence literacy and language acquisition, learning and use	3.1	Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use

	3.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning
4. Understand the use of assessment approaches to meet the needs of literacy learners	4.1	Identify the skills, knowledge and understanding that can be assessed in literacy
	4.2	Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
	4.3	Analyse the use of assessment tools in literacy and language teaching and learning
5. Understand how to promote learning and learner support within literacy and language teaching and learning	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners
	5.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals
6. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	6.1	Identify literacy and language skills needed across contexts and subjects
	6.2	Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas
Assessment requirements: N/A		

Title:	Literacy, ESOL and the learners Y/505/0776	
Level:	5	
Credit value:	15	
Guided learning hours:	40	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the significance of language change and variety for literacy and ESOL learners	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> • text and discourse level; • sentence and phrase level; • word level; and • phoneme level
	1.3	Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development
2. Understand the relationship between language and social processes	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	2.2	Analyse how language is used in the formation, maintenance and transformation of power relations
3. Understand factors that influence literacy, ESOL and language acquisition, learning and use	3.1	Analyse personal, social and cultural factors influencing literacy and ESOL learners' language acquisition, learning and use

	3.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning
4. Understand the use of assessment approaches to meet the needs of literacy and ESOL learners	4.1	Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL
	4.2	Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
	4.3	Analyse the use of assessment tools in literacy and language teaching and learning
5. Understand how to promote learning and learner support within literacy and language teaching and learning	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners
	5.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals
6. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	6.1	Identify literacy and language skills needed across contexts and subjects
	6.2	Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas
Assessment requirements: N/A		