

Changes over time

This table highlights those criteria regarded as changes to professional practice developed over time, included in the ‘*Overarching professional standards for teachers, trainers and tutors*’ for England and integrated into each unit of assessment of the new classes of qualifications: PTLLS, CTLLS, and DTLLS. Awarding institutions may require additional evidence addressing these criteria in order to meet the full requirements of the unit/qualification for which exemption is being sought. This information may also be useful in informing plans for continuing professional development.

Qualification	Level	Unit	Changes Over Time
PTLLS	Level 3		<ul style="list-style-type: none"> • Identify key aspects of relevant current legislative requirements and codes of practice within a specific context. • Identify other points of referral available to meet the potential needs of learners. • Explain the need for record keeping. • Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area. • Explain ways to embed elements of functional skills in the specialist area. • Plan a teaching and learning session which meets the needs of individual learners. • Explain ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. • Explain the need for record keeping in relation to assessment.
CTLLS	Level 3	PTLLS	<ul style="list-style-type: none"> • Identify key aspects of relevant current legislative requirements and codes of practice within a specific context. • Identify other points of referral available to meet the potential needs of learners. • Explain the need for record keeping. • Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area. • Explain ways to embed elements of functional skills in the specialist area. • Plan a teaching and learning session which meets the needs of individual learners. • Explain ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. • Explain the need for record keeping in relation to assessment.

CTLLS	Level 3	P&E	<ul style="list-style-type: none"> • Explain the role of initial assessment in the learning and teaching process. • Describe different methods of initial assessment for use with learners. • Explain ways of planning, negotiating and recording appropriate learning goals with learners. Explain ways in which session plans can be adapted to the individual needs of learners. • Identify the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning. • Identify literacy, language, numeracy and ICT skills which are integral to own specialist area. • Liaise with other relevant parties to effectively meet the needs of learners. • Apply minimum core specifications in literacy to improve own practice. • Apply minimum core specifications in language to improve own practice. • Apply minimum core specification in mathematics to improve own practice. • Apply minimum core specifications in ICT user skills to improve own practice.
CTLLS	Level 3	PPA	<ul style="list-style-type: none"> • Explain how peer and self assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of their learning. • Communicate relevant assessment information to those with a legitimate interest in learner achievement.
PTLLS	Level 4		<ul style="list-style-type: none"> • Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context. • Review other points of referral available to meet the potential needs of learners. • Justify the need for record keeping. • Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area. • Evaluate a range of ways to embed elements of functional skills in the specialist area. • Plan a teaching and learning session which meets the needs of individual learners. • Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. • Explain the need for record keeping in relation to assessment.
CTLLS	Level 4	PTLLS	<ul style="list-style-type: none"> • Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context. • Review other points of referral available to meet the potential needs of learners. • Justify the need for record keeping.

			<ul style="list-style-type: none"> • Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area. • Evaluate a range of ways to embed elements of functional skills in the specialist area. • Plan a teaching and learning session which meets the needs of individual learners. • Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. • Explain the need for record keeping in relation to assessment.
CTLLS	Level 4	P&E	<ul style="list-style-type: none"> • Analyse the role of initial assessment in the learning and teaching process. • Describe and evaluate different methods of initial assessment for use with learners. • Evaluate ways of planning, negotiating and recording appropriate learning goals with learners. • Analyse ways in which session plans can be adapted to the individual needs of learners. • Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning. • Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement. • Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners. • Apply minimum core specifications in literacy to improve own practice. • Apply minimum core specifications in language to improve own practice. • Apply minimum core specifications in mathematics to improve own practice. • Apply minimum core specifications in ICT user skills to improve own practice.
CTLLS	Level 4	PPA	<ul style="list-style-type: none"> • Justify the use of peer and self-assessment to promote learner involvement and personal responsibility in the assessment of their learning. • Review the assessment requirements and related procedures of a particular learning programme. • Communicate relevant assessment information to those with a legitimate interest in learner achievement.
DTLLS	Level 4	PTLLS	<ul style="list-style-type: none"> • Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context. • Review other points of referral available to meet the potential needs of learners. • Justify the need for record keeping.

			<ul style="list-style-type: none"> • Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area. • Evaluate a range of ways to embed elements of functional skills in the specialist area. • Plan a teaching and learning session which meets the needs of individual learners. • Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. • Explain the need for record keeping in relation to assessment.
DTLLS	Level 4	P&E	<ul style="list-style-type: none"> • Analyse the role of initial assessment in the learning and teaching process. • Describe and evaluate different methods of initial assessment for use with learners. • Evaluate ways of planning, negotiating and recording appropriate learning goals with learners. • Analyse ways in which session plans can be adapted to the individual needs of learners. • Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning. • Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement. • Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners • Apply minimum core specifications in literacy to improve own practice. • Apply minimum core specifications in language to improve own practice. • Apply minimum core specifications in mathematics to improve own practice. • Apply minimum core specifications in ICT user skills to improve own practice.
DTLLS	Level 4	TPP&EL	<ul style="list-style-type: none"> • Apply up to date knowledge of own specialist area to enable and support inclusive learning, following organisational statutory and other regulatory requirements. • Use and justify a range of inclusive activities and resources, including new and emerging technologies to promote and maintain an inclusive learning environment. • Use and justify a range of skills and methods to communicate effectively with learners and relevant others in the organisation. • Apply minimum core specifications in literacy to improve own practice. • Apply minimum core specifications in language to improve own practice. • Apply minimum core specifications in mathematics to improve own practice. • Apply minimum core specifications in ICT to improve own practice. • Evaluate own strengths and development needs in relation to the application of theories and principles of learning and communication drawing on feedback from learners.

			<ul style="list-style-type: none"> • Identify ways to adapt and improve own practice with reference to theories and principles of learning and communication. • Plan and take up opportunities to develop and improve own performance in integrating theory into practice.
DTLLS	Level 4	EL&A	<ul style="list-style-type: none"> • Analyse the application of theories and principles of assessment in relation to practice in own specialist area. • Analyse the role of assessment in evaluation and quality processes. • Critically discuss the implications of equality and diversity issues in assessment for teachers and learners. • Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate. • Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area. • Record, and report on learner progress and achievement, using organisation and/or awarding institution protocols and procedures as required. • Apply minimum core specifications in literacy to improve own practice. • Apply minimum core specifications in language to improve own practice. • Apply minimum core specifications in mathematics to improve own practice. • Apply minimum core specifications in ICT user skills to improve own practice. • Plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment.
DTLLS	Level 5		<p>All criteria as these are new units. The learning outcomes and assessment criteria of the new qualifications, particularly for Level 4 Part One DTLLS and Part Two DTLLS, place more emphasis on the application of theory to practice than earlier qualifications.</p>