

Qualification Guidance

For awarding organisations

Level 5 Diploma in Education and Training (QCF)

Level 5 Diploma in Education and Training (QCF)
including a specialist pathway

March 2013



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Glossary

This table gives definitions for the terms and acronyms used in this document.

| Acronym / Term | Definition |
|----------------|---|
| AO | Awarding organisation (also used to refer to 'Awarding body') |
| BIS | Department for Business, Innovation and Skills |
| Credit | One credit equates to ten notional hours of learning (QCF) |
| ESOL | English for speakers of other languages |
| FHEQ | Framework for higher education qualifications |
| GLH | Guided learning hours (as defined by the Skills Funding Agency) |
| HEI | Higher education institution |
| ITE | Initial teacher education |
| LLUK | Lifelong Learning UK |
| LSIS | Learning and Skills Improvement Service |
| Ofqual | Office of Qualifications and Examinations Regulation |
| QCF | Qualifications and Credit Framework |
| RITS | Regulatory Information Technology System |
| RPL | Recognition of Prior Learning |

Section 1 Introduction

1.1 Purpose of this document

This document provides the technical information needed by awarding organisations to develop the following qualification in the Qualifications and Credit Framework (QCF):

Level 5 Diploma in Education and Training (QCF)

Level 5 Diploma in Education and Training (including teaching English: ESOL) (QCF)

Level 5 Diploma in Education and Training (including teaching English: Literacy) (QCF)

Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL) (QCF)

Level 5 Diploma in Education and Training (including teaching Mathematics: Numeracy) (QCF)

Level 5 Diploma in Education and Training (including teaching Disabled Learners) (QCF)

These qualifications replace the following QCF qualifications introduced in 2007 and updated in 2011:

- *Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF)*
- *Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: ESOL) (QCF)*
- *Level 5 Diploma in Teaching in the Lifelong Learning Sector (English: Literacy) (QCF)*
- *Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics: Numeracy) (QCF)*

This document does not provide general information about the suite of teaching qualifications being introduced from 2013 for the further education and skills sector. This is available in the separate LSIS guidance document, *Teaching and Training Qualifications for the Further Education and Skills Sector in England (2013): Guidance for employers and practitioners (LSIS, 2013)*.

1.2 How to use this document

The document is arranged as follows:

- **Section 1** provides background and brief design features for the qualification. It also includes information on the minimum core of literacy, language, numeracy and ICT.
- **Section 2** gives details of the qualification requirements and the rules of combination for the *Level 5 Diploma in Education and Training*. It also includes information on links to other qualifications in the Education and Training suite.
- **Section 3** gives details of the qualification requirements and the rules of combination for the *Level 5 Diploma in Education and Training including a specialist pathway*. It also includes information on links to other qualifications in the Education and Training Suite.
- **Section 4** provides details on the mandatory units of assessment.

The units from the specialist standalone qualifications available as optional units in the *Level 5 Diploma in Education and Training* and in the *Level 5 Diploma in Education and Training including a specialist pathway* are detailed in the separate specialist qualification guidance documents. The Learning and Development units available as optional units are also detailed in a separate qualification guidance document. Other optional units are detailed in the guidance document, *Qualification guidance for awarding organisations: Optional units for QCF Education and Training qualifications (LSIS, March 2013)*.

1.3 Background

An LSIS review of qualifications for teachers and trainers in the further education and skills sector was undertaken in 2012. The proposal for a diploma at Level 5 was supported as part of a suite of generic and specialist teaching and training qualifications including award and certificate qualifications. More information about the findings of the review can be found in the report, *Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two – Findings Report (LSIS, 2013)*. An overview of the new generic and specialist qualifications is available in Annex 1.

LSIS has agreed with the Department for Business, Innovation and Skills (BIS) that there should be a phased introduction of the new qualifications as this will respect the different development cycles of awarding organisations (AOs) and Higher Education Institutions (HEIs).

The Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 2006) were outside the scope of the review. These standards will continue to underpin practice in the sector as well as the updated teaching qualifications.

1.4 The design features of the qualification

The design features of the new qualifications are consistent with the main design features of the QCF. Knowledge and understanding of the QCF is a prerequisite for awarding organisations to be able to specify the qualification requirements. An up-to-date introduction to the QCF can be found on the [Ofqual website](#).

Units of assessment

The units that make up the new *Level 5 Diploma in Education and Training* qualifications are available for awarding organisations in the Regulatory Information Technology System (RITS) of Ofqual. When an awarding organisation has a qualification accredited, there will be public access to the units in Ofqual's Register of Regulated Qualifications.

Credit achievement and the rules of combination (RoC) for this qualification are based on units of two different kinds: mandatory units and optional units. The distinctions are based on the regulatory requirements of the QCF.

- **Mandatory units:** as the QCF term implies, these are units that must be completed in order for the qualification to be achieved.
- **Optional units:** this QCF term refers to units within a group from which a learner may select particular units in order to achieve the required number of credits for the award of the qualification.

1.5 Minimum core of literacy, language, numeracy and ICT

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector. The minimum core document comprises three sections:

- Language and literacy
- Numeracy
- Information and communication technology (ICT).

Each of these sections comprises two parts:

- Part A – knowledge and understanding
- Part B – personal skills.

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications. Details can be found in the document, *Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes (LLUK, 2007; updated LSIS, 2013)*.

Requirements for knowledge and understanding elements

Elements of the minimum core should be selected appropriate to the context and needs of each cohort of trainee teachers. The selected elements should be delivered and assessed across the following mandatory units:

- *Teaching, learning and assessment in education and training* (Level 4)
- *Developing teaching, learning and assessment in education and training* (Level 5).

Requirements for personal skills in English, mathematics and ICT elements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. If trainees join the qualification programme having already completed a *Level 3 Award in Education and Training* or a *Level 4 Certificate in Education and Training*, their record of development needs and any previous actions taken to address them should inform opportunities to continue to develop their skills as required by the appropriate minimum core elements.

Opportunities to develop these personal skills should be made available across the mandatory units as a minimum. LSIS supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as teachers.

Section 2 Level 5 Diploma in Education and Training (QCF)

2.1 Qualification structure at a glance

Level 5 Diploma in Education and Training

120 credits

Group A

75 credits must be achieved from this group

Teaching, learning and assessment in education and training
20 credits
Level 4
Mandatory unit

Theories, principles and models in education and training
20 credits
Level 5
Mandatory unit

Developing teaching, learning and assessment in education and training
20 credits
Level 5
Mandatory unit

Wider professional practice and development in education and training
15 credits
Level 5
Mandatory unit

Group B

45 credits must be achieved from this group

15 credits
Level 4 and 5
Optional unit group

2.2 Purpose of the qualification

The *Level 5 Diploma in Education and Training* prepares trainee teachers to teach in a range of contexts. There is a significant practice requirement, as this qualification will assess, and provide evidence of, competence when undertaking teaching and/or training responsibilities.

It can meet the needs of a range of trainee teachers, including:

- individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification;
- individuals who are currently teaching and training, including those who have just begun teaching and training, and who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification;
- individuals currently working as assessors who wish to achieve a teaching qualification.

Some units from the Learning and Development suite of qualifications may be achieved within this qualification. These units require practice to be assessed.

This diploma qualification in the QCF is recognised as equivalent to the Certificate of Education qualifications in the FHEQ. The qualification is at Level 5, although it may be developed at higher levels.

The purpose of the qualification in the QCF is to 'confirm occupational competence' (D1).

2.3 Credit value of the qualification

120 credits.

2.4 Guided learning hours (GLH) for the qualification

A minimum of 360 GLH.

The maximum GLH will be determined by the optional units selected by an awarding organisation.

2.5 Age range for Ofqual purposes

These qualifications are listed as appropriate for learners of 19+.

2.6 Entry requirements

All trainee teachers joining the generic qualification programme 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. If trainees join the qualification programme having 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.

Entry requirement for specialist optional units

Potential teacher trainees wishing to take any of the specialist optional units will need to evidence Level 3 personal skills in English or mathematics, as appropriate.

This entry requirement applies to all Level 5 Diploma qualifications for teachers of English (literacy and/or ESOL) and mathematics (numeracy) detailed in this and other LSIS qualification guidance documents.

The entry criteria, and how they may be evidenced, are detailed in a separate document *Criteria for entry to mathematics (numeracy) and English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK, June 2007, amended 2010)*.

2.7 Links to other qualifications in the Education and Training suite

Individuals are not required to have achieved a *Level 3 Award in Education and Training* or a *Level 4 Certificate in Education and Training* before undertaking a *Level 5 Diploma in Education and Training*. However, some individuals may already have completed one or both of these qualifications.

Individuals who have completed the *Level 3 Award in Education and Training* and who are progressing directly to the *Level 5 Diploma in Education and Training* cannot bring forward any credit or observed and assessed practice

Individuals who have completed the *Level 4 Certificate in Education and Training*:

- who are progressing to an HEI-validated qualification at Level 5 or above may have their Level 4 credit recognised in line with that higher education institution's arrangements for the recognition of prior learning (RPL);
- who are progressing to an AO-accredited *Level 5 Diploma in Education and Training (QCF)* should have their prior achievement recognised;
Note that 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 *Level 5 Diploma of Education and Training*. Trainees should not be required to present further evidence other than that necessary to demonstrate that their prior learning is at Level 4.
- may use some of the evidence for 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, for the *Level 5 Diploma in Education and Training*. Further details are provided in Annex 2.

Since 2007, individuals 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 an individual already holds one 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*. There may also be opportunities to use some of the assessed observation of teaching and practice hours from

the standalone specialist qualifications towards the *Level 5 Diploma in Education and Training*. Further details are provided in Annex 3.

2.8 Practice requirement

The practice component is a vital component of high-quality initial training.

There is a requirement for a minimum of 100 hours of practice and a requirement to evidence working with groups of learners to achieve this qualification.

There are different practice requirements for each unit in this qualification. These are detailed in Annex 2.

LSIS recognises that an 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.

LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.

Observed and assessed practice requirements

There must be a minimum of eight observations totalling a minimum of eight hours. This excludes any observed practice completed as part of the *Level 3 Award in Education and Training*. Any single observation must be a minimum of half an hour.

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. Awarding organisations will provide guidance to enable providers to make a judgement about whether a trainee teacher has met the required standard of practice in an observation. LSIS recommends that awarding organisations refer to the [*Handbook for the Inspection of Further Education and Skills \(Ofsted, 2012\) – Part 2, Section B: Quality of Teaching, Learning and Assessment*](#) to inform the development of their guidance.

For the Education and Training units, practice must be in a teaching and learning environment. As stated above, there is a requirement for a minimum of eight observations of practice. The eight observations must be linked to the following mandatory units:

- *Teaching, learning and assessment in education and training* (Level 4)
- *Developing teaching, learning and assessment in education and training* (Level 5).

Note that, to be eligible for the award of credit for any one of the above two units, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice. To be eligible for the award of credit for both units, a trainee teacher must be able to provide evidence of a minimum of eight assessed observations of practice that meet the required standard of practice. Also, note that achievement of the unit

Theories, principles and models in education and training (Level 5) is a prerequisite for achievement of the unit *Developing teaching, learning and assessment in education and training* (Level 5).

Some optional units from the Education and Training suite also require practice, including observation and assessment of practice. The number of practice hours required and the number of hours to be observed and assessed are not specified for these optional units. These requirements are in addition to the observed and assessed practice requirements for the mandatory units identified above and summarised in Annex 2. The practice requirements and the observation of practice requirements for these optional units are given in the guidance document, *Qualification guidance for awarding organisations: Optional units for QCF Education and Training qualifications* (LSIS, March 2013).

For some optional units taken from the Learning and Development qualification, practice must be in a real work environment and in the appropriate context – with groups of learners or with individual learners. The number of practice hours required and the number of hours to be observed and assessed are not specified for Learning and Development units. These requirements are in addition to the observed and assessed practice requirements for the mandatory units identified above and summarised in Annex 2. The practice requirements and the observation of practice requirements for the Learning and Development optional units are given in the separate qualification guidance documents.

2.9 Transfer of practice

There is no transfer of practice, including observed and assessed practice, from a previously achieved *Level 3 Award in Education and Training*.

For the Level 5 unit *Developing teaching, learning and assessment in education and training*, there is no transfer of practice or of observed and assessed practice hours from previously achieved teaching or training qualifications.

Details of arrangements for the transfer of practice, including observed and assessed practice, from the *Level 4 Certificate in Education and Training* are given in Annex 2.

Details of arrangements for the transfer of practice, including observed and assessed practice, from the standalone specialist qualifications are given in Annex 3.

2.10 Requirements for those delivering units and/or observing and assessing practice

All those delivering units and/or observing and assessing practice for the *Level 5 Diploma in Education and Training* must have all of the following:

- a teaching qualification equivalent to QCF Level 5 or above;
- evidence of teaching experience in an education and training context;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes.

There are additional requirements for those who assess the Learning and Development units. Information about the assessment and quality assurance strategy for the Learning and Development units is included in Annex 4.

2.11 Rules of combination

To be awarded the *Level 5 Diploma in Education and Training*, the learner must achieve a total of 120 credits.

- 75 credits from Group A
- 45 credits from Group B.

| Level 5 Diploma in Education and Training | |
|--|--------------------|
| Total credit value of qualification: 120 credits | |
| Minimum 360 GLH | |
| Credit value at Level 5 | Minimum 61 credits |
| Credit value of mandatory units | 75 credits |
| Credit value of optional units | 45 credits |

| Unit title | Level | Credit value | GLH |
|---|-------|--------------|-----|
| Group A – Mandatory units | | | |
| <i>Seventy five (75) credits must be achieved from this group</i> | | | |
| Developing teaching, learning and assessment in education and training (Note that achievement of <i>Theories, principles and models in education and training</i> is a pre-requisite for this unit). | 5 | 20 | 65 |
| Teaching, learning and assessment in education and training | 4 | 20 | 65 |
| Theories, principles and models in education and training (Note that achievement of this unit is a pre-requisite unit <i>Developing teaching, learning and assessment in education and training</i>). | 5 | 20 | 60 |
| Wider professional practice in education and training | 5 | 15 | 50 |
| Group B- optional units | | | |
| <i>Forty five (45) credits must be achieved from this group</i> | | | |
| Action learning to support development of specialist pedagogy | 5 | 15 | 50 |
| Action research | 5 | 15 | 50 |

| Unit title | Level | Credit value | GLH |
|--|-------|--------------|-----|
| Delivering employability skills | 4 | 6 | 20 |
| Develop and prepare resources for learning and development (<i>Learning and Development unit</i>) | 4 | 6 | 25 |
| Develop learning and development programmes (<i>Learning and Development unit</i>) | 4 | 6 | 30 |
| Developing, using and organising resources within the lifelong learning sector | 5 | 15 | 50 |
| Effective partnership working in the teaching and learning context | 4 | 15 | 50 |
| Engage with employers to facilitate workforce development (<i>Learning and Development unit</i>) | 4 | 6 | 30 |
| Equality and diversity | 4 | 6 | 25 |
| Evaluating learning programmes | 4 | 3 | 15 |
| Identify the learning needs of organisations (<i>Learning and Development unit</i>) | 4 | 6 | 30 |
| Inclusive practice | 4 | 15 | 50 |
| Internally assure the quality of assessment (<i>Learning and Development unit</i>) | 4 | 6 | 45 |
| Manage learning and development in groups (<i>Learning and Development unit</i>) | 4 | 6 | 30 |
| Preparing for the coaching role | 4 | 3 | 15 |
| Preparing for the mentoring role | 4 | 3 | 15 |
| Principles and practice of lip-reading teaching | 4 | 12 | 48 |
| Quality procedures within education and training | 4 | 6 | 20 |
| Specialist delivery techniques and activities | 4 | 9 | 30 |
| Teaching in a specialist area | 4 | 15 | 50 |
| Understanding and managing behaviours in a learning environment | 4 | 6 | 20 |
| Understanding and managing behaviours in a learning environment | 5 | 15 | 50 |

| Unit title | Level | Credit value | GLH |
|---|-------|--------------|-----|
| Understanding the principles and practices of externally assuring the quality of assessment (<i>Learning and Development unit</i>) | 4 | 6 | 45 |
| Understanding the principles and practices of internally assuring the quality of assessment (<i>Learning and Development unit</i>) | 4 | 6 | 45 |
| Knowledge units from the specialist standalone qualifications | | | |
| Action learning for teaching in a specialist area of disability | 5 | 15 | 40 |
| ESOL and the learners | 5 | 15 | 40 |
| ESOL theories and frameworks | 5 | 15 | 40 |
| Literacy and ESOL and the learners | 5 | 20 | 60 |
| Literacy and ESOL theories and frameworks | 5 | 20 | 60 |
| Literacy and the learners | 5 | 15 | 40 |
| Literacy, ESOL and the learners | 5 | 15 | 40 |
| Literacy theories and frameworks | 5 | 15 | 40 |
| Numeracy and the learners | 5 | 15 | 40 |
| Numeracy knowledge and understanding | 5 | 15 | 40 |
| Understanding theories and frameworks for teaching disabled learners | 5 | 15 | 40 |

Section 3 Level 5 Diploma in Education and Training (QCF) including a specialist pathway

3.1 Qualification structure at a glance

Level 5 Diploma in Education and Training including a specialist pathway

120 credits

Group A

75 credits must be achieved from this group

Teaching, learning and assessment in education and training

20 credits
Level 4
Mandatory unit

Theories, principles and models in education and training

20 credits
Level 5
Mandatory unit

Developing teaching, learning and assessment in education and training

20 credits
Level 5
Mandatory unit

Wider professional practice and development in education and training

15 credits
Level 5
Mandatory unit

Groups C, D, E, F

45 credits must be achieved from this group for the relevant single specialist pathway

Group G

60 credits must be achieved from this group for the combined specialist pathway

Level 5
Optional unit group

3.2 Purpose of the qualification

A *Level 5 Diploma in Education and Training including a specialist pathway* prepares trainee teachers to teach in a range of generic and specialist contexts. There is a significant practice requirement as these qualifications assess, and provide evidence of, competence when undertaking teaching and/or training responsibilities.

Individuals who take a specialist pathway through the optional credit will be awarded one of the following qualifications:

- *Level 5 Diploma in Education and Training (including teaching English: ESOL) (QCF)*
- *Level 5 Diploma in Education and Training (including teaching English: Literacy) (QCF)*
- *Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL) (QCF)*
- *Level 5 Diploma in Education and Training (including teaching Mathematics: Numeracy) (QCF)*
- *Level 5 Diploma in Education and Training (including teaching Disabled Learners) (QCF).*

Each of these specialist pathways enables trainee teachers to achieve all three of the units included within one of the standalone diplomas for teaching English (Literacy), English (ESOL), English (Literacy and ESOL), Mathematics (Numeracy) or teaching Disabled Learners.

A *Level 5 Diploma in Education and Training including a specialist pathway* can meet the needs of a range of trainee teachers, including:

- individuals not currently teaching and training who can meet both the generic and specialist practice requirements, including the observed and assessed practice requirements, of the qualification;
- individuals who are currently teaching and training, including those who have just begun teaching and training, and who can meet both the generic and specialist practice requirements, including the observed and assessed practice requirements, of the qualification;
- individuals who have already achieved one of the standalone diplomas for English (Literacy), English (ESOL), English (Literacy and ESOL), Mathematics (Numeracy) or for teaching Disabled Learners. Such individuals are entitled to exemption from the units they have already achieved as part of their standalone qualification. Further information is given in Annex 3.

These diploma qualifications in the QCF are recognised as equivalent to Certificate of Education qualifications in the FHEQ. The qualification is at Level 5, although it may be developed at higher levels.

The purpose of these qualifications in the QCF is to 'confirm occupational competence' (D1).

3.3 Credit value of the qualification

120 credits.

3.4 Guided learning hours (GLH) for the qualification

A minimum of 360 GLH.

A minimum of 420 GLH for the *Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL)*.

3.5 Age range for Ofqual purposes

These qualifications are listed as appropriate for learners of 19+.

3.6 Entry requirements

All trainee teachers joining the generic qualification programme 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. If trainees join the qualification programme having 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.

Entry requirement for specialist pathway

Potential teacher trainees wishing to take any of the specialist pathways will need to evidence Level 3 personal skills in English or mathematics, as appropriate.

This entry requirement applies to all Level 5 Diploma qualifications for teachers of English (ESOL and literacy) and mathematics (numeracy) detailed in this and other LSIS qualification guidance documents.

The entry criteria, and how they may be evidenced, are detailed in a separate document *Criteria for entry to mathematics (numeracy) and English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK, June 2007, amended 2010)*.

LSIS qualification guidance has been issued for two Level 3 awards that cover the entry criteria in English and mathematics (the *Award in English for Literacy and Language Teaching* and the *Award in Mathematics for Numeracy Teaching*). This development has been welcomed by providers of 'bridging' programmes for potential trainees needing to improve their skills before joining a teacher training programme.

There are no other nationally agreed entry requirements.

3.7 Links to other qualifications in the Education and Training suite

Individuals undertaking one of the specialist pathways qualifications are not required to have previously completed either the *Level 3 Award in Education and Training* or the *Level 4 Certificate in Education and Training*. However, some individuals may already have completed one or both of these qualifications.

Individuals who have completed the *Level 3 Award in Education and Training* who are progressing to a *Level 5 Diploma in Education and Training including a specialist pathway* cannot bring forward any credit or observed and assessed practice.

Individuals who have completed the *Level 4 Certificate in Education and Training*:

- who are progressing to an HEI-validated qualification at Level 5 or above may have their Level 4 credit recognised in line with that HEI's arrangements for the recognition of prior learning (RPL);
- who are progressing to a *Level 5 Diploma in Education and Training including a specialist pathway* should have their prior achievement recognised;
Notes: 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 *Level 5 Diploma of Education and Training including a specialist pathway*. Trainees should not be required to present new evidence other than that necessary to demonstrate that their prior learning meets the requirements of Level 4.
- 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, for a *Level 5 Diploma in Education and Training including a specialist pathway*. Further details are provided in Annex 2.

Since 2007, individuals have been able to take one of the standalone specialist qualifications prior to a generic teaching qualification as well as alongside (concurrently) or afterwards. If an individual 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 a *Level 5 Diploma in Education and Training including a specialist pathway*. There may also be opportunities to use some of the assessed observation of teaching and practice hours from the standalone specialist qualifications towards a *Level 5 Diploma in Education and Training including a specialist pathway*. Further details are provided in Annex 3.

3.8 Practice requirement

The practice component is a vital component of high-quality initial training.

For the four specialist pathways listed below, there is a requirement for a minimum of 100 hours of practice and a requirement to evidence working with groups of learners to achieve the qualification. Of the 100 hours, 50 hours must be in the context of the chosen specialist area:

- *Level 5 Diploma in Education and Training (including teaching English: ESOL)*
- *Level 5 Diploma in Education and Training (including teaching English: Literacy)*
- *Level 5 Diploma in Education and Training (including teaching Mathematics: Numeracy)*
- *Level 5 Diploma in Education and Training (including teaching Disabled Learners).*

For the combined specialist pathway *Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL)*, there is a requirement for a minimum of 120 hours of practice and a requirement to evidence working with groups of learners to achieve this qualification, 70 hours in the context of the specialist areas.

The practice requirements for individual mandatory and specialist pathway units are summarised in Annex 2.

LSIS recognises that an 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.

LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible during their teaching practice.

Observed and assessed practice requirements

For the four specialist pathways listed below, there must be a minimum of eight observations totalling a minimum of eight hours with at least four of the observations in the specialist context:

- *Level 5 Diploma in Education and Training (including teaching English: ESOL)*
- *Level 5 Diploma in Education and Training (including teaching English: Literacy)*
- *Level 5 Diploma in Education and Training (including teaching Mathematics: Numeracy)*
- *Level 5 Diploma in Education and Training (including teaching Disabled Learners).*

Any single observation must be a minimum of half an hour.

All observations are linked to the following units:

- *Teaching, learning and assessment in education and training (Level 4)*
- *Developing teaching, learning and assessment in education and training (Level 5)*
- Relevant practice units from the standalone qualifications (Level 5).

Note that, to be eligible for the award of credit for any one of the above mandatory units, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice. To be eligible for the award of credit for a specialist practice unit, a trainee teacher must be able to provide evidence of a minimum of four assessed observations of practice in the specialist context that meet the required standard of practice. To be eligible for the award of credit for all three units, a trainee teacher must be able to provide evidence of a minimum of eight assessed observations of practice (four in the specialist context) that have met the required standard of practice.

For the combined specialist pathway *Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL)*, there must be a minimum of ten observations totalling a minimum of ten hours, all in the specialist context.

Any single observation must be a minimum of half an hour.

All observations must be linked to the following units:

- *Teaching, learning and assessment in education and training (Level 4)*
- *Developing teaching, learning and assessment in education and training (Level 5)*
- Relevant practice units from the equivalent standalone qualification (Level 5).

Note that, to be eligible for the award of credit for any one of the above mandatory units, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice. To be eligible for the award of credit for the specialist practice unit, a trainee teacher must be able to provide evidence of a minimum of six assessed observations of practice in the specialist context that meet the required standard of practice. To be eligible for the award of credit for all three units, a trainee teacher must be able to provide evidence of a minimum of ten assessed observations of practice (6 in the specialist context) that have met the required standard of practice.

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. Awarding organisations will provide guidance to enable providers to make a judgement about whether a trainee teacher has met the required standard of practice in an observation. LSIS recommends that awarding organisations refer to the [*Handbook for the Inspection of Further Education and Skills \(Ofsted, 2012\) – Part 2, Section B: Quality of Teaching, Learning and Assessment*](#) to inform the development of their guidance.

The observed and assessed practice requirements for individual mandatory and specialist pathway units are summarised in Annex 2.

3.9 Transfer of practice

There is no transfer of practice, including observed and assessed practice, from a previously achieved *Level 3 Award in Education and Training*.

For the Level 5 unit *Developing teaching, learning and assessment in education and training*, there is no transfer of practice, including observed and assessed practice, from previously achieved teaching or training qualifications.

Details of arrangements for the transfer of practice, including observed and assessed practice, from the *Level 4 Certificate in Education and Training* are given in Annex 2.

Details of arrangements for the transfer of practice, including observed and assessed practice, from the standalone specialist qualifications are given in Annex 3.

3.10 Requirements for those delivering units and/or observing and assessing practice

All those delivering units and/or observing assessing practice for the *Level 5 Diploma in Education and Training including a specialist pathway* must have all of the following:

- 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(s);
- evidence of teaching experience in the specialist context;
- 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.

There are additional requirements for those who assess the Learning and Development units. Information about the assessment and quality assurance strategy for the Learning and Development units is included in Annex 4.

3.11 Rules of combination

To be awarded one of the following qualifications:

Level 5 Diploma in Education and Training (including teaching English: ESOL)

Level 5 Diploma in Education and Training (including teaching English: Literacy)

Level 5 Diploma in Education and Training (including teaching Mathematics: Numeracy)

Level 5 Diploma in Education and Training (including teaching Disabled Learners)

the learner must achieve a total of 120 credits.

- 75 credits from Group A
- 45 credits from one of the following groups:
 - Group C (for the specialist pathway for teaching English: Literacy)
 - Group D (for the specialist pathway for teaching English: ESOL)
 - Group E (for the specialist pathway for teaching Mathematics: Numeracy)
 - Group F (for the specialist pathway for teaching Disabled Learners).

To be awarded the following qualification:

Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL)

the learner must achieve a total of 135 credits.

- 75 credits from Group A
- 60 credits from Group G

| Level 5 Diploma in Education and Training including a specialist pathway | |
|--|---|
| Total credit value of qualification: 120 credits for a single specialist pathway. 135 credits for the combined specialist pathway. | |
| Minimum 360 GLH for a single specialist pathway 420 GLH for the combined specialist pathway | |
| Credit value at Level 5 | Minimum 100 credits for a single specialist pathway Minimum 115 credits for the combined pathway |
| Credit value of mandatory units | 75 credits |
| Credit value of optional units | 45 credits for a single specialist pathway 60 credits for the combined specialist pathway |

| Unit title | Level | Credit value | GLH |
|--|-------|--------------|-----|
| Group A – mandatory units | | | |
| <i>Seventy five (75) credits must be achieved from this group</i> | | | |
| Developing teaching, learning and assessment in education and training | 5 | 20 | 65 |
| Teaching, learning and assessment in education and training | 4 | 20 | 65 |
| Theories, principles and models in education and training | 5 | 20 | 60 |
| Wider professional practice in education and training | 5 | 15 | 50 |
| Group C – units for the specialist pathway for teaching English: Literacy | | | |
| <i>Forty five (45) credits must be achieved from this group to complete this pathway</i> | | | |
| <i>Thirty (30) credits from sub group C1 and fifteen (15 credits) from sub group C2</i> | | | |
| Sub group C1 | | | |
| Literacy teaching and learning | 5 | 15 | 40 |
| Literacy theories and frameworks | 5 | 15 | 40 |
| Sub group C2 | | | |
| Literacy and the learners | 5 | 15 | 40 |
| Literacy, ESOL and the learners | 5 | 15 | 40 |
| Group D – units for the specialist pathway for teaching English: ESOL | | | |
| <i>Forty five (45) credits must be achieved from this group to complete this pathway</i> | | | |
| <i>Thirty (30) credits from sub group D1 and fifteen (15 credits) from sub group D2</i> | | | |
| Sub group D1 | | | |
| ESOL teaching and learning | 5 | 15 | 40 |
| ESOL theories and frameworks | 5 | 15 | 40 |
| Sub group D2 | | | |
| ESOL and the learners | 5 | 15 | 40 |
| Literacy, ESOL and the learners | 5 | 15 | 40 |

| Unit title | Level | Credit value | GLH |
|--|-------|--------------|-----|
| Group E – units for the specialist pathway teaching Mathematics: Numeracy | | | |
| <i>Forty five (45) credits must be achieved from this group to complete this pathway</i> | | | |
| Numeracy knowledge and understanding | 5 | 15 | 40 |
| Numeracy teaching and learning | 5 | 15 | 40 |
| Numeracy and the learners | 5 | 15 | 40 |
| Group F – units for the specialist pathway for teaching Disabled Learners | | | |
| <i>Forty five (45) credits must be achieved from this group to complete this pathway</i> | | | |
| Understanding theories and frameworks for teaching disabled learners | 5 | 15 | 40 |
| Inclusive teaching and learning for disabled learners | 5 | 15 | 40 |
| Action learning for teaching in a specialist area of disability | 5 | 15 | 40 |
| Group G – units for the combined specialist pathway for teaching English: Literacy and ESOL | | | |
| <i>Sixty (60) credits must be achieved from this group to complete this pathway</i> | | | |
| Literacy and ESOL teaching and learning | 5 | 20 | 60 |
| Literacy and ESOL theories and frameworks | 5 | 20 | 60 |
| Literacy and ESOL and the learners | 5 | 20 | 60 |

Section 4 Mandatory units of assessment

The units of assessment are provided in this format for information. Awarding organisations should always refer to the units in RITS when developing and regulating qualifications. Microsoft Word versions are available as companion documents to this guidance.

Group A

| | |
|---|---------|
| Teaching, learning and assessment in education and training | Level 4 |
| Developing teaching learning and assessment in education and training | Level 5 |
| Theories, principles and models in education and training | Level 5 |
| Wider professional practice and development in education and training | Level 5 |

Number of units: 4

Note

Units from the specialist, standalone qualifications that are available as optional units in the *Level 5 Diploma in Education and Training* and/or in a *Level 5 Diploma in Education and Training including a specialist pathway* are detailed in the relevant guidance document for the specialist qualification. Learning and Development units available as optional units are also detailed in a separate qualification guidance document. Other optional units are available in the guidance document, *Qualification guidance for awarding organisations: Optional units for QCF Education and Training qualifications (LSIS, March 2013)*.

Group A

| | | |
|--|---|---|
| Unit title | Developing teaching, learning and assessment in education and training | |
| Credit level | 5 | |
| Credit value | 20 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will</i> | <i>The learner can</i> | |
| 1. Be able to investigate practice in own area of specialism. | 1.1 | Analyse the application of pedagogical principles in own area of specialism. |
| | 1.2 | Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism. |
| 2. Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning. | 2.1 | Use initial and diagnostic assessments to agree learners' individual goals and learning preferences. |
| | 2.2 | Devise a scheme of work taking account of: <ul style="list-style-type: none"> • the needs of learners; • the delivery model; and • internal and external requirements. |
| | 2.3 | Design teaching and learning plans which take account of: <ul style="list-style-type: none"> • the individual goals, needs and learning preferences of all learners; and • curriculum requirements. |
| | 2.4 | Identify opportunities for learners and others to provide feedback to inform inclusive practice. |
| | 2.5 | Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment. |
| 3. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment. | 3.1 | Analyse theories of behaviour management. |
| | 3.2 | Establish and sustain a safe, inclusive learning environment. |
| | 3.3 | Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management. |

| Unit title | Developing teaching, learning and assessment in education and training (continued) | |
|--|--|---|
| Learning outcomes | Assessment criteria | |
| <i>The learner will</i> | <i>The learner can</i> | |
| 4. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning. | 4.1 | Design resources that: <ul style="list-style-type: none"> • actively promote equality and value diversity; and • meet the identified needs of specific learners. |
| | 4.2 | Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners. |
| | 4.3 | Demonstrate ways to promote equality and value diversity in own teaching. |
| | 4.4 | Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression. |
| | 4.5 | Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication. |
| 5. Be able to apply theories, models and principles of assessment to assessing learning in education and training. | 5.1 | Design assessments that meet the individual needs of learners. |
| | 5.2 | Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements. |
| | 5.3 | Demonstrate the use of assessment data in: <ul style="list-style-type: none"> • monitoring learners' achievement, attainment and progress; • setting learners' targets; • planning subsequent sessions; and • recording the outcomes of assessment. |
| | 5.4 | Communicate assessment information to other professionals with an interest in learner achievement. |
| | 5.5 | Explain how own assessment practice has taken account of theories, models and principles of assessment. |

| Unit title | Developing teaching, learning and assessment in education and training (continued) | |
|---|--|--|
| Learning outcomes | Assessment criteria | |
| <i>The learner will</i> | <i>The learner can</i> | |
| 6. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning. | 6.1 | Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning. |
| | 6.2 | Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning. |
| 7. Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning. | 7.1 | Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning. |
| | 7.2 | Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning. |

| | |
|---|---|
| Unit title | Developing teaching, learning and assessment in education and training continued |
| Additional information about the unit | |
| Purpose and aim(s) of the unit | <p>The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning.</p> <p>It involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluating own practice.</p> <p>It covers expectations in relation to the minimum core in teaching, learning and assessment.</p> |
| Unit available from | April 2013 |
| Unit review date | 31 May 2017 |
| Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate) | This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning. |
| Guidance for developing assessment arrangements for the unit (if appropriate) | The learning outcomes must be assessed in a teaching and learning environment. |
| Additional assessment requirements specified by a sector or regulatory body (if appropriate) | <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p> <p>To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice.</p> <p>The unit <i>Theories, principles and models in education and training</i> (Level 5) is a prerequisite for this unit.</p> |
| Support for the unit by a sector or other appropriate body (if required) | Learning and Skills Improvement Service (LSIS) |

| | |
|--|---|
| Unit title | Developing teaching, learning and assessment in education and training continued |
| Additional information about the unit | |
| Location of the unit within the subject/sector classification system | 13. Education and training 13.1 Teaching and lecturing |
| Name of the organisation submitting the unit | Learning and Skills Improvement Service (LSIS) |
| Availability for use | Shared |
| Guided Learning Hours | 65 |

| | | |
|---|--|--|
| Unit title | Teaching, learning and assessment in education and training | |
| Credit level | 4 | |
| Credit value | 20 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will</i> | <i>The learner can</i> | |
| 1. Understand roles, responsibilities and relationships in education and training. | 1.1 | Analyse own role and responsibilities in education and training. |
| | 1.2 | Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities. |
| | 1.3 | Analyse the relationships and boundaries between the teaching role and other professional roles. |
| | 1.4 | Describe points of referral to meet the needs of learners. |
| 2. Be able to use initial and diagnostic assessment to agree individual learning goals with learners. | 2.1 | Explain why it is important to identify and meet the individual needs of learners. |
| | 2.2 | Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals. |
| | 2.3 | Use methods of initial and diagnostic assessment to agree individual learning goals with learners. |
| | 2.4 | Record learners' individual learning goals. |
| 3. Be able to plan inclusive teaching and learning. | 3.1 | Devise a scheme of work in accordance with internal and external requirements. |
| | 3.2 | Design teaching and learning plans which respond to: <ul style="list-style-type: none"> the individual goals and needs of all learners; and curriculum requirements. |
| | 3.3 | Explain how own planning meets the individual needs of learners. |
| | 3.4 | Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners. |
| | 3.5 | Identify opportunities for learners to provide feedback to inform inclusive practice. |

| Unit title | Teaching, learning and assessment in education and training (continued) | |
|--|---|---|
| Learning outcomes | Assessment criteria | |
| <i>The learner will</i> | <i>The learner can</i> | |
| 4. Be able to create and maintain a safe, inclusive teaching and learning environment. | 4.1 | Explain why it is important to promote appropriate behaviour and respect for others. |
| | 4.2 | Explain ways to promote equality and value diversity. |
| | 4.3 | Establish and sustain a safe, inclusive learning environment. |
| 5. Be able to deliver inclusive teaching and learning. | 5.1 | Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners. |
| | 5.2 | Analyse benefits and limitations of communication methods and media used in own area of specialism. |
| | 5.3 | Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners. |
| | 5.4 | Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners. |
| | 5.5 | Demonstrate ways to promote equality and value diversity in own teaching. |
| | 5.6 | Adapt teaching and learning approaches and resources, including technologies to meet the individual needs of learners. |
| | 5.7 | Communicate with learners and learning professionals to meet individual learning needs. |

| Unit title | Teaching, learning and assessment in education and training (continued) | |
|---|---|--|
| Learning outcomes | Assessment criteria | |
| <i>The learner will</i> | <i>The learner can</i> | |
| 6. Be able to assess learning in education and training. | 6.1 | Explain the purposes and types of assessment used in education and training. |
| | 6.2 | Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners. |
| | 6.3 | Use types and methods of assessment, including peer and self-assessment to: <ul style="list-style-type: none"> • involve learners in assessment; • meet the individual needs of learners; • enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current; and • meet internal and external assessment requirements. |
| | 6.4 | Use questioning and feedback to contribute to the assessment process. |
| | 6.5 | Record the outcomes of assessments to meet internal and external requirements. |
| | 6.6 | Communicate assessment information to other professionals with an interest in learner achievement. |
| 7. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning. | 7.1 | Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning. |
| | 7.2 | Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning. |
| 8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning. | 8.1 | Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning taking account of the views of learners and others. |
| | 8.2 | Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning. |

| | |
|---|---|
| Unit title | Teaching, learning and assessment in education and training continued |
| Additional information about the unit | |
| Purpose and aim(s) of the unit | The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to teaching, learning and assessment in education and training. It includes understanding the role and responsibilities of a teacher in education and training, agreeing individual learning goals and planning, delivering and assessing inclusive teaching and learning. It involves creating and maintaining an inclusive learning environment and evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment. |
| Unit available from | April 2013 |
| Unit review date | 31 May 2017 |
| Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate) | This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector. |
| Guidance for developing assessment arrangements for the unit (if appropriate) | The learning outcomes must be assessed in a teaching and learning environment. |
| Additional assessment requirements specified by a sector or regulatory body (if appropriate) | Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice. |
| Support for the unit by a sector or other appropriate body (if required) | Learning and Skills Improvement Service (LSIS) |
| Location of the unit within the subject/sector classification system | 13. Education and training 13.1 Teaching and lecturing |
| Name of the organisation submitting the unit | Learning and Skills Improvement Service (LSIS) |
| Availability for use | Shared |
| Guided Learning Hours | 65 |

| | | |
|---|--|--|
| Unit title | Theories, principles and models in education and training | |
| Credit level | 5 | |
| Credit value | 20 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will</i> | <i>The learner can</i> | |
| 1. Understand the application of theories, principles and models of learning in education and training. | 1.1 | Analyse theories, principles and models of learning. |
| | 1.2 | Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment. |
| | 1.3 | Analyse models of learning preferences. |
| | 1.4 | Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment. |
| 2. Understand the application of theories, principles and models of communication in education and training. | 2.1 | Analyse theories, principles and models of communication. |
| | 2.2 | Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment. |
| 3. Understand the application of theories, principles and models of assessment in education and training. | 3.1 | Analyse theories, principles and models of assessment. |
| | 3.2 | Explain ways in which theories, principles and models of assessment can be applied in assessing learning. |
| 4. Understand the application of theories and models of curriculum development within own area of specialism. | 4.1 | Analyse theories and models of curriculum development. |
| | 4.2 | Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism. |
| 5. Understand the application of theories and models of reflection and evaluation to reviewing own practice. | 5.1 | Analyse theories and models of reflection and evaluation. |
| | 5.2 | Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice. |

| | |
|---|---|
| Unit title | Theories, principles and models in education and training continued |
| Additional information about the unit | |
| Purpose and aim(s) of the unit | The purpose of the unit is to provide the learner with knowledge and understanding of theories, principles and models applied to education and training. It includes application of theories, principles and models of learning, communication and assessment in education and training, the application of theories and models of curriculum development within own area of specialism, and the application of theories and models of reflection and evaluation to the evaluation of own practice. |
| Unit available from | April 2013 |
| Unit review date | 31 May 2017 |
| Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate) | This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in lifelong learning. |
| Guidance for developing assessment arrangements for the unit (if appropriate) | n/a |
| Additional assessment requirements specified by a sector or regulatory body (if appropriate) | This unit is a prerequisite for the unit <i>Developing, teaching, learning and assessment</i> (Level 5). |
| Support for the unit by a sector or other appropriate body (if required) | Learning and Skills Improvement Service (LSIS) |
| Location of the unit within the subject/sector classification system | 13. Education and training 13.1 Teaching and lecturing |
| Name of the organisation submitting the unit | Learning and Skills Improvement Service (LSIS) |
| Availability for use | Shared |
| Guided Learning Hours | 60 |

| | | |
|---|--|--|
| Unit title | Wider professional practice and development in education and training | |
| Credit level | 5 | |
| Credit value | 15 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will</i> | <i>The learner can</i> | |
| 1. Understand professionalism and the influence of professional values in education and training. | 1.1 | Define the concepts of professionalism and dual professionalism in education and training. |
| | 1.2 | Explain ways in which own professional values influence own practice in an area of specialism |
| 2. Understand the policy context of education and training. | 2.1 | Explain ways in which social, political and economic factors influence education policy. |
| | 2.2 | Analyse the impact of current educational policies on curriculum and practice in own area of specialism. |
| 3. Understand the impact of accountability to stakeholders and external bodies on education and training. | 3.1 | Explain the roles of stakeholders and external bodies in education and training. |
| | 3.2 | Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training. |
| | 3.3 | Explain why it is important to work in partnership with employers and other stakeholders in education and training. |
| | 3.4 | Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism. |
| 4. Understand the organisational context of education and training. | 4.1 | Explain key aspects of policies, codes of practice and guidelines of an organisation. |
| | 4.2 | Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism. |
| 5. Be able to contribute to the quality improvement and quality assurance arrangements of own organisation. | 5.1 | Analyse the quality improvement and quality assurance arrangements of own organisation. |
| | 5.2 | Explain the function of self-assessment and self-evaluation in the quality cycle. |
| | 5.3 | Evaluate a learning programme taking account of the quality arrangements of own organisation. |
| | 5.4 | Identify areas for improvement in a learning programme taking account of the outcomes of evaluation. |

| | |
|---|---|
| Unit title | Wider professional practice and development in education and training continued |
| Additional information about the unit | |
| Purpose and aim(s) of the unit | <p>The purpose of the unit is to provide learners with knowledge, understanding and skills relating to wider professional practice in education and training.</p> <p>It includes understanding professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies, and the organisational context of education and training.</p> <p>It also includes understanding and contributing to the quality improvement and quality assurance arrangements of an organisation.</p> |
| Unit available from | April 2013 |
| Unit review date | 31 May 2017 |
| Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate) | This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in lifelong learning. |
| Guidance for developing assessment arrangements for the unit (if appropriate) | n/a |
| Additional assessment requirements specified by a sector or regulatory body (if appropriate) | n/a |
| Support for the unit by a sector or other appropriate body (if required) | Learning and Skills Improvement Service (LSIS) |
| Location of the unit within the subject/sector classification system | 13. Education and training 13.1 Teaching and lecturing |
| Name of the organisation submitting the unit | Learning and Skills Improvement Service (LSIS) |
| Availability for use | Shared |
| Guided Learning Hours | 50 |

Annex 1 Overview of the Education and Training qualifications

Level 3 Award in Education and Training (QCF) – 12 credits

| | |
|--|--------------------------------------|
| 3 mandatory credits Level 3 | 9 optional credits Level 3 |
| No minimum teaching practice requirement, but there is a minimum microteaching requirement | |

Level 4 Certificate in Education and Training (QCF) – 36 credits

| | |
|--|--|
| 21 mandatory credits Level 3 and 4 | 15 optional credits Level 3, 4 and 5 |
| A minimum practice requirement of 30 hours teaching 3 assessed observations of teaching | |

Level 5 Diploma in Education and Training (QCF) – 120 credits

| | |
|---|---|
| 75 mandatory credits Level 4 and 5 | 45 optional credits Level 4 and 5 |
| A minimum practice requirement of 100 hours teaching 8 assessed observations of teaching | |

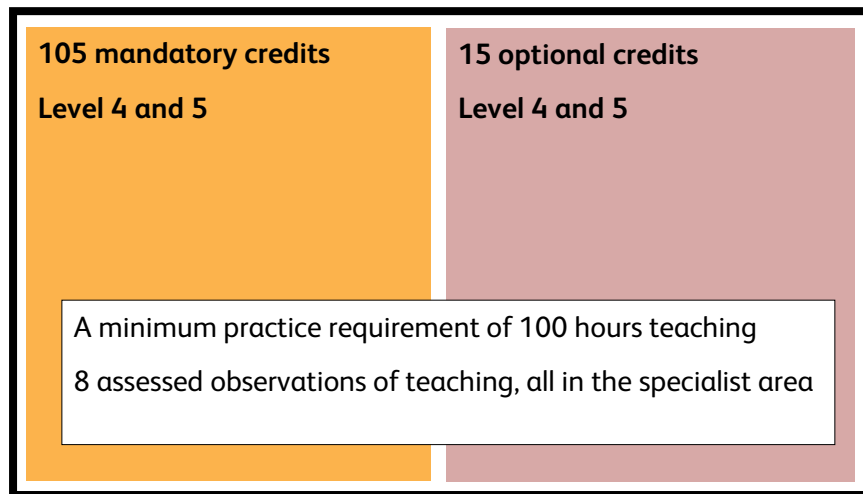
Level 5 Diploma in Education and Training (QCF) including a specialist pathway – 120 credits¹

| | |
|---|---|
| 75 mandatory credits Level 4 and 5 | 45 credits in one of: <ul style="list-style-type: none"> • English (Literacy) • English (ESOL) • English (Literacy and ESOL) • Mathematics (Numeracy) • Teaching Disabled Learners Level 5 |
| A minimum practice requirement of 100 hours teaching, 50 of which must be in the specialist area 8 assessed observations of teaching, 4 in the specialist area | |

¹ The English (Literacy and ESOL) pathway, covering two specialist areas, is 135 credits with 60 credits in the specialist pathway. It has different practice requirements.

Level 5 integrated specialist diplomas – 120 credits

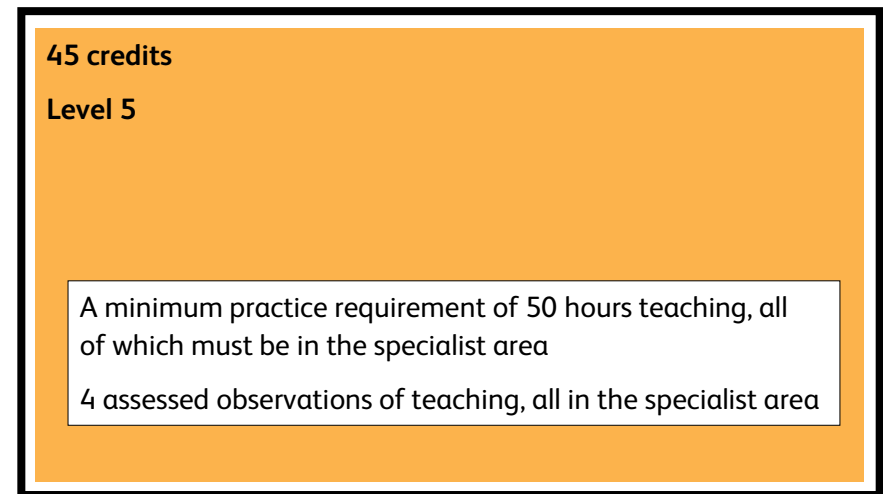
- Level 5 Diploma in Education and Training (English: Literacy)
- Level 5 Diploma in Education and Training (English: ESOL)
- Level 5 Diploma in Education and Training (English: Literacy and ESOL)²
- Level 5 Diploma in Education and Training (Mathematics: Numeracy)
- Level 5 Diploma in Education and Training (Disabled Learners)



² This qualification, covering two specialist areas, is 135 credits. All of the credits are mandatory. It has different practice requirements.

Level 5 standalone specialist diplomas – 45 credits

- Level 5 Diploma in Teaching English: Literacy
- Level 5 Diploma in Teaching English: ESOL
- Level 5 Diploma in Teaching English: Literacy and ESOL³
- Level 5 Diploma in Teaching Mathematics: Numeracy
- Level 5 Diploma in Teaching Disabled Learners



³ This qualification, covering two specialist areas, is 60 credits. It has different practice requirements.

Annex 2 Summary of practice, including observed and assessed practice, requirements

| Unit | Practice requirement | Observation and assessment of practice requirement | Notes on requirements |
|--|----------------------|--|--|
| Mandatory units | | | |
| Developing teaching, learning and assessment in education and training Level 5 | Yes | Yes | <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>Trainee teachers must have evidence of a minimum of eight assessed observations of practice totalling a minimum of eight hours to achieve this unit and the unit <i>Teaching, learning and assessment in education and training</i>. To be eligible for the award of credit for any one of these units, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice.</p> <p>There is no transfer of practice, or of observed and assessed practice, from previously achieved teaching or training qualifications.</p> |
| Teaching, learning and assessment in education and training Level 4 | Yes | Yes | <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>Trainee teachers must have evidence of a minimum of eight assessed observations of practice totalling a minimum of eight hours to achieve this unit and the unit <i>Developing teaching, learning and assessment in education and training</i>. To be eligible for the award of credit for any one of these units, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice.</p> <p>There is no transfer of practice, or of observed and assessed practice, from previously achieved teaching or training qualifications.</p> <p>Trainee teachers who have previously completed a <i>Level 4 Certificate in Education and training</i> or a Level 4 CTLLS qualification can use 20 hours of practice and two hours of observed and assessed practice towards meeting the overall practice requirements for this unit.</p> |

| Unit | Practice requirement | Observation and assessment of practice requirement | Notes on requirements |
|---|----------------------|--|-----------------------|
| Theories, principles and models in education and training Level 5 | No | No | n/a |
| Wider professional practice in education and training Level 5 | No | No | n/a |
| Specialist units | | | |
| Action learning for teaching in a specialist area of disability* Level 5 | No | No | n/a |
| ESOL and the learners* Level 5 | No | No | n/a |

| Unit | Practice requirement | Observation and assessment of practice requirement | Notes on requirements |
|---|----------------------|--|--|
| ESOL teaching and learning Level 5 | Yes | Yes | <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. Practice must be in teaching and learning environments with an ESOL context, and should involve working with groups of learners.</p> <p>Practice must be undertaken within at least two of the three levels of the ESOL 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 an ESOL context. Assessed observations should include at least one ESOL observation at Entry Level.</p> <p>There is no transfer of practice, or of observed and assessed practice, from a previously achieved Level 4 education and training qualification.</p> |
| ESOL theories and frameworks* Level 5 | No | No | n/a |
| Inclusive teaching and learning for disabled learners Level 5 | Yes | Yes | <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 disabled learners, and should involve working with groups of learners.</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 of these observations must be in teaching and learning environments with disabled learners.</p> <p>There is no transfer of practice, or of observed and assessed practice, from a previously achieved Level 4 education and training qualifications.</p> |
| Literacy and ESOL and the learners* Level 5 | No | No | n/a |

| Unit | Practice requirement | Observation and assessment of practice requirement | Notes on requirements |
|--|----------------------|--|---|
| Literacy and ESOL teaching and learning Level 5 | Yes | Yes | <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 and ESOL context, and should involve working with groups of learners. Across the full qualification, practice must be undertaken within at least two of the three levels of both the literacy and the ESOL curriculum – Entry Level and one other level (Level 1 or Level 2). Across the full qualification, a minimum of 25 hours of practice must be undertaken in a Literacy context and 25 hours in an ESOL context. The remaining hours can be in either context.</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 these observations must be in teaching and learning environments and in a literacy and ESOL context, with at least one observation in each area at Entry level. Across the whole qualification, assessed observations should include at least one literacy and one ESOL observation at Entry Level and at least one literacy and one ESOL observation at Level 1 or 2. The remaining observations can be at either level and in either context.</p> <p>There is no transfer of practice, or of observed and assessed practice, from a previously achieved Level 4 education and training qualification.</p> |
| Literacy and ESOL theories and frameworks* Level 5 | No | No | n/a. |
| Literacy and the learners* Level 5 | No | No | n/a |

| Unit | Practice requirement | Observation and assessment of practice requirement | Notes on requirements |
|---|----------------------|--|--|
| Literacy teaching and learning Level 5 | Yes | Yes | <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. Assessed observations should include at least one literacy observation at Entry Level.</p> <p>There is no transfer of practice, or of observed and assessed practice, from a previously achieved Level 4 education and training qualification.</p> |
| Literacy theories and frameworks* Level 5 | No | No | n/a |
| Numeracy and the learners* Level 5 | No | No | n/a |

| Unit | Practice requirement | Observation and assessment of practice requirement | Notes on requirements |
|---|----------------------|--|---|
| Numeracy teaching and learning Level 5 | Yes | Yes | <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 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 of these observations must be in teaching and learning environments and 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 a previously achieved Level 4 education and training qualification.</p> |
| Numeracy knowledge and understanding Level 5 | No | No | n/a |
| Understanding theories and frameworks for teaching disabled learners* Level 5 | No | No | n/a |

Transfer of practice, including observed and assessed practice, from the *Level 3 Award in Education and Training*

There is no transfer of practice, or of observed and assessed practice, hours from a previously achieved *Level 3 Award in Education and Training* into the *Level 5 Diploma in Education and Training* or into the *Level 5 Diploma in Education and Training including a specialist pathway*.

Transfer of practice, including observed and assessed practice, from the *Level 4 Certificate in Education and Training*

Individuals who have completed the *Level 4 Certificate in Education and Training* may use 20 hours of practice as follows:

- To meet the practice requirement for the Level 4 unit, *Teaching, learning and assessment in education and training*.
- Towards the overall minimum practice requirement of 100 hours for the *Level 5 Diploma in Education and Training*.
- Towards the overall minimum practice requirement of 100 hours for the *Level 5 Diploma in Education and Training including a specialist pathway* (120 hours for the combined specialist pathway).

Individuals who have completed the *Level 4 Certificate in Education and Training* may use a maximum of two observed assessments of practice as follows:

- To meet the observed and assessed practice requirement for the Level 4 unit, *Teaching, learning and assessment in education and training*.
- Towards the overall minimum of eight observed assessments of practice required for the *Level 5 Diploma in Education and Training*.
- Towards the overall minimum of eight observed assessments of practice required for the *Level 5 Diploma in Education and Training including a specialist pathway* (ten observed and assessed observations for the combined specialist pathway).

Annex 3 Links between the specialist standalone qualifications and Level 5 Diplomas in Education and Training including those with a specialist pathway

This Annex explains the links between the *Level 5 Diploma in Education and Training*, the *Level 5 Diploma in Education and Training including a specialist pathway* and the following standalone specialist qualifications:

- *Level 5 Diploma in Teaching Disabled Learners*
- *Level 5 Diploma in Teaching English: Literacy*
- *Level 5 Diploma in Teaching English: ESOL*
- *Level 5 Diploma in Teaching English: Literacy and ESOL*
- *Level 5 Diploma in Teaching Mathematics: Numeracy*.

Potential trainee teachers should understand that, since 2007, they have been able to undertake one of the above standalone specialist qualifications before a generic teaching qualification as well as alongside (concurrently) or afterwards.

Units from the above standalone specialist qualifications are available as specialist pathways within the *Level 5 Diploma in Education and Training including a specialist pathway*.

The knowledge units from the above standalone specialist qualifications are also available as optional units with the *Level 5 Diploma in Education and Training*.

Trainee teachers achieving one or two units from a standalone qualification that are included as optional units within a *Level 5 Diploma in Education and Training* relating to a particular area of specialism, can go on to take the additional unit(s) to complete one of the standalone qualifications identified above.

Credit transfer from the Level 5 standalone specialist qualifications

Individuals who have already achieved a standalone specialist qualification can use the units to meet the optional credit requirements for the relevant specialist pathway in the *Level 5 Diploma in Education and Training including a specialist pathway*. For example, a trainee teacher who has already achieved the *Level 5 Diploma in Teaching Disabled Learners* would be given exemption from the units in the specialist pathway for teaching disabled learners.

Transfer of practice from the Level 5 standalone specialist qualifications

Individuals who have completed one of the standalone specialist qualifications may transfer a maximum of 50 hours of practice from one of these qualifications towards the overall minimum practice requirement of 100 hours for the *Level 5 Diploma in Education and Training including a specialist pathway* (120 hours for the combined specialist pathway).

Transfer of observed and assessed practice from the Level 5 standalone specialist qualifications

Individuals who have completed one of the standalone specialist qualifications may transfer a maximum of two observed assessments of practice towards the overall minimum of eight observed assessments of practice required for the *Level 5 Diploma in Education and Training including a specialist pathway* (ten observed assessments for the combined specialist pathway).

Annex 4 Assessment and quality assurance strategy for Learning and Development units

1 Quality assurance

A centre offering these qualifications must provide internal quality assurance to ensure that assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the awarding organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk-rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

2 Requirements for assessors

All those who assess these qualifications must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors);
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following qualifications or their recognised equivalent:
 - *Level 3 Award in Assessing Competence in the Work Environment (QCF)*; or
 - *Level 3 Certificate in Assessing Vocational Achievement (QCF)*; or
 - *A1 Assess candidate performance using a range of methods*; or
 - *D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence*; and
- show current evidence of continuing professional development in assessment and quality assurance.

3 Requirements for internal quality assurance

All those who are involved with the quality assurance of these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
 - *Level 3 Award in Assessing Competence in the Work Environment (QCF)*; or
 - *Level 3 Certificate in Assessing Vocational Achievement (QCF)*; or
 - *A1 Assess candidate performance using a range of methods*; or
 - *D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence*;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - *Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF)*; or
 - *Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)*; or
 - *V1 Conduct internal quality assurance of the assessment process*; or
 - *D34 Internally verify the assessment process*; and
- show current evidence of continuing professional development in assessment and quality assurance.

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