The Education & Training Foundation

Qualifications in education and training

Updated guidance on the teaching qualifications for the further education and skills sector

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Developed in partnership with:

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Section 1: Overview

1.1 Purpose of document

This guidance is to provide an updated explanation of the qualifications in education and training available and relevant for working in the post 16 education and training sector (FE & Skills).

The previous guidance issued by the Learning and Skills Improvement Service (LSIS) was produced following the implementation of the new qualifications in education and training in 2013. Since then there have been significant developments in the sector and in government policy which this guidance document intends to incorporate.

It further seeks to relate the guidance to the wider cohort of post 16 learners and to emphasise areas of effective practice.

The intended audience for this document is:

- Employers of teachers and trainers (including colleges of further education, independent training providers, local authorities, the third sector, the military, uniformed services, young offender institutions, prison education and the probation service)
- Human resource (HR) managers and line managers
- Staff development managers
- Newly employed teachers and trainers and existing staff
- Course providers and teacher educators
- Awarding organisations
- Union branches and their branch learning representatives.
- Those considering teaching as a career.

How to use this document:

1.2 The document is arranged as follows.

- **Section 1** provides an overview of what the document covers
- **Section 2** looks at recent changes within the sector and indicates the general direction of travel as suggested by government policies
- **Section 3** provides guidance for new teachers on which qualifications to take
- **Section 4** provides general guidance for awarding organisations, employers, training providers and teacher educators

- **Section 5** provides the structure of each qualification, including the recommended guided learning hours, credit combination, teaching practice and assessed observation requirements

- Annex 1: Summary of qualifications (diagrams)
- Annex 2: Full list of qualification titles
- Annex 3: Details of Level 5 mandatory units showing practice requirements
- Annex 4: List of all optional units including details of practice and assessed observation where required
- Annex 5: How units are combined to form a qualification and the rules of combination
- Annex 6: Rules that apply to the transfer of practice when moving to a higher qualification
- Annex 7: Links between the specialist standalone qualifications and the Level 5 Diplomas in Education and Training including those with a specialist pathway
- Annex 8: The assessment and quality assurance strategy that must be applied when including any Learning and Development units as part of a qualification

Section 2: Background and context for the guidance

2.1 General background

The qualifications in education and training have been developed for those intending to work in the post 16 education and training sector. The spectrum of providers in the sector is immense including further education colleges, adult and community education providers, offender education, work based learning providers, the third / voluntary sector and a plethora of independent training organisations. There are over 4 million students in further education colleges alone.

These providers cater for a diverse range of learning need and aspiration which include and may combine:

- Individuals from age 14 – 60+
- Those seeking academic, vocational or professional qualifications
- Individuals seeking new qualifications and / or skills for career change or development
- People from a diverse range of cultures and ethnicities
- Newly arrived migrants who may have recent traumatic experiences
- Learners who have previously been failed by the education system
- Those with learning difficulties and/or disabilities

The qualifications in education and training provide the flexibility within which the spectrum of provision and the needs and aspirations of participating learners can be acknowledged and addressed and incorporated into the professional development of teachers and trainers in the sector.

Teaching within the education and training sector is a challenging but potentially exciting and rewarding career choice.

2.2 Changes in the sector

Qualifications and regulations

The requirement for teachers in publicly funded post 16 education and training to have prescribed teaching qualifications was revoked from September 1st 2013. Employers now have the discretion to appoint to posts those that they feel are best suited in terms of qualifications, experience and attributes for the roles they wish to fill. Many employers retain a preference for those who have, or who are willing to gain, a teaching qualification. The most commonly accepted qualifications for the sector are those in Education and Training which are explained in this document.

The Qualifications and Credit Framework was abolished in 2015 and replaced by a simplified Regulated Qualifications Framework (RQF). This has no immediate impact on qualifications in education and training but may have implications for future developments.

Organisational developments

In 2012 the requirement for membership of the **Institute for Learning** (IfL) was abolished but the responsibility for conferring Qualified Teacher Learning and Skills (QTLS) status was retained. IfL ceased operation in July 2014 and the arrangements for QTLS were assumed by a new body, the **Society for Education and Training** (SET).

The **Learning and Skills Improvement Service** (LSIS) who had previous oversight of the sector qualifications ceased operations in September 2013.

In line with recommendations in the 2012 Lingfield Report, a new body was established - the **Education and Training Foundation** - whose purpose is to work with teachers, trainers, leaders and employers to help them deliver excellent further and vocational education and training.

The Education and Training Foundation (ETF) has not taken over ownership of any of the Qualifications and Credit Framework (QCF) units previously owned by LSIS and Lifelong Learning UK (LLUK). Ownership of the units has been transferred to the awarding organisation Ascentis. Accreditation, quality assurance and course approval remains with those awarding organisations that were providing these in July 2014. However, responsibility for guardianship of the Professional Standards means that ETF has an enduring role in leading professionalism within the sector and therefore a responsibility to ensure that this plays out in the nature of the relevant qualifications

In 2013 the **Commission on Adult Vocational Teaching and Learning** (CAVTL) produced its final report. It made a series of ten recommendations aimed at strengthening the vocational education and training (VET) system into the next decade and beyond. The Education and Training Foundation has assumed the responsibility to develop its strategic partnerships to harness the commitment from employers, education and training providers and government to realise the vision of a first-class VET system.

New professional standards

In 2014, under the aegis of ETF, the professional standards which underpinned the 2013 qualifications were reviewed. The 2014 professional standards define the professional requirements of teachers, trainers and tutors of post 16 learners, and underpin effective teaching practice in the sector. The previous professional standards were widely considered to be unwieldy and unhelpful in supporting practitioners and the sector generally. The new standards:

- set out clear expectations of effective practice in education and training;
- enable teachers and trainers to identify areas for their own professional development;

- support initial teacher education;
- provide a national reference point that organisations can use to support the development of their staff

The new standards can be accessed at professional standards

New regulatory arrangements

The new Regulatory Qualifications Framework[1] (RQF) replaced the Qualifications and Credit Framework (QCF) in September 2015. The term 'QCF' must not be used on any qualifications started after December 2017. An awarding organisations may choose to use the term 'Regulated' or 'Regulated Qualifications Framework' or 'RQF' in the title of its qualification as long as this is not misleading.

Within the RQF, the size of a qualification will need to be expressed in terms of Total Qualification Time[2] (TQT). TQT refers to the total amount of time that a learner can on average expect to commit to achievement of a qualification – a combination of Guided Learning Hours and time spent on private study. Awarding organisations should be aware that all qualifications should be assigned a TQT by 31st December 2017. The Education and Training Foundation recommends TQT for the suite of Education and Training qualifications as follows:

Qualification title	TQT
Diploma in Education and Training	1200
Integrated specialist Diploma in Education and Training	1200
Combined English literacy and ESOL integrated specialist Diploma in Education and Training	1350
Diploma in Education and Training including a specialist pathway	1200
Diploma in Education and Training combined English literacy and ESOL pathway	1350
Diploma in Teaching – subject specialism	450
Diploma in Teaching – combined English literacy and ESOL subject specialism	600
Certificate in Education and Training	360
Award in Education and Training	120

[1] See *Decisions on Conditions and Guidance for the new Regulatory Qualifications Framework*
[2] See Criteria for TQT

2.3 Policy context

Government priorities

In 2013 important changes were made to education and training programmes for learners aged 16 – 19. All 16 to 19 year old students are funded for an individual study programme rather than for specific qualifications.

Most study programmes have a core aim. The core aim of a study programme should be a substantial academic or vocational qualification or work experience.

The study programme must be tailored to each individual student, have clear study and/or employment goals reflecting the student's prior attainment, aspirations and abilities and include

- substantial qualifications or work experience
- maths and English to Level 2 for students who have not achieved grade A*- C GCSE and the offer of core maths at Level 3 for some students
- high-quality work experience
- added value non-qualification activity

The emphasis on achieving improved grades for maths and English has been reflected in financial incentives to attract suitably qualified practitioners for these subjects. The objective is to increase the number of high quality graduates choosing to teach in FE, to improve the quality and professionalism of teachers and to empower and challenge all teachers to develop themselves, thereby raising the levels of outstanding and good teaching and improving outcomes for all students. The immediate priority areas are to improve teaching of maths and English. However, the Government acknowledges that there are other sectoral subjects which are also important and which will be incorporated into any future strategy.

The Government is committed to a workforce where teachers are qualified to a high level, appropriate for their role, whether they are employed in FE or schools. In 2012 Lord Lingfield reported on Professionalism in Further Education, and his independent review panel recommended that those teaching foundation literacy and numeracy or teaching students with SEND should be qualified to level 5.

The government supports a Level 5 teaching qualification as the minimum standard of teaching in FE, but it is for FE providers to decide the appropriate qualifications required for each position they wish to fill.

The government has committed to create 3 million apprenticeships by 2020, to be enshrined in law. This follows on from the coalition government's Trailblazer programme which aims to design and offer high quality apprenticeships in everything from renewable energy to video games. New research highlights the value of giving employers the power to design apprenticeships that can address the skills needs identified by industry. The research, which was collected via interviews with employers and other groups involved in the Trailblazer programme, shows that allowing employers to design new apprenticeships leads to a greater understanding of the skills and competencies that apprentices will gain and the relevance of these to their organisation as well as a greater trust in the quality of training.

This emphasis and corresponding increase in apprenticeship training and other vocational education and training programmes with a clear line of sight to employment implies a greater need to develop dual professionals who can combine teaching and occupational expertise. The qualifications in education and training offer the professional development and accreditation necessary to achieve this.

Section 3: Guidance for new teachers

3.1 General guidance

Those considering initial teacher training should have reliable access to accurate information advice and guidance prior to application and, if embarking on such a programme, whilst training. Initial general information and advice is available from FE Advice but more detailed and ongoing IAG is the responsibility of course providers. The following may provide some initial steer.

3.2 Core knowledge and skills requirement

Common to all the teaching qualifications is the requirement for further education teachers to have a knowledge and skills base in English literacy, English language, numeracy and ICT at an appropriate level in order for them to best support the needs of their students. The set of specifications for these skills is known as the Minimum Core. The Minimum Core document and its companion document, Inclusive Learning Approaches, have been refreshed and combined to accompany this new Guidance document and will continue to support teachers, teacher educators, employers and awarding organisations in implementing the Minimum Core requirements.[3]

Effective practice dictates that course providers put all applicants through an initial assessment which can be used to form the basis of a personal development plan for the individual. This should include any English, maths or ICT development needs. The course provider should ensure that applicants have opportunities during their course to develop these skills to a level appropriate for their future professional role as teachers. It is expected that teacher trainees should have achieved recognised qualifications at Level 2 in maths and English prior to the completion of their initial teaching qualification. There are useful self-assessment tools for English and maths here.

3.3 Which course

There are 3 levels of qualification and potential teachers should make an informed choice based on their levels of confidence, prior qualifications and career aspirations as to which level to take. It is neither necessary nor generally advisable to take each qualification in hierarchical sequence. It is quite usual for suitably qualified individuals to move straight to the full level 5 Diploma in Education and Training. FE Advice offers impartial advice on finding an appropriate course.

Summary of the generic teaching qualifications

- Level 5* Diploma in Education and Training (120 credits)

[3] The updated Minimum Core Guidance will be available from **the FE Advice web site**

- Level 4 Certificate in Education and Training (36 credits)
- Level 3 Award in Education and Training (12 credits)

*Note that the university equivalent of the Diploma in Education and Training is commonly awarded at different levels depending on the trainee teacher's existing level of academic/vocational study. PGCEs are usually level 6 or 7 and Cert Eds are usually level 5.

Summary of the subject specialist teaching qualifications[4]

- Level 5 Diploma in Education and Training including a specialist pathway in

Mathematics numeracy	(120 credits)
English literacy	(120 credits)
English ESOL	(120 credits)
English literacy and ESOL	(135 credits)
Teaching learners with Special Educational Needs and Disability[5]	(120 credits)

- Level 5 integrated specialist diplomas in all the subjects[6] above (120 credits)
- Level 5 standalone specialist diplomas in all the subjects[7] above (45 credits)

Following deregulation of the FE teaching qualifications in 2013, employers of further education teachers have developed their own policies on qualification requirements for their staff. These policies will vary depending on the type of organisation, the type of training offered and the learners that are recruited.

It is important to note that the relaxation of teacher qualification requirements does not indicate that these qualifications are no longer valued and neither does it imply any diminution in the professional standards expected of those working in the sector.

The qualifications in education and training are designed to enable prospective teachers to acquire the skills necessary for excellent teaching and to develop an understanding of the learning needs and aspirations of a wide spectrum of young and adult learners.

[4] For a complete list of all the names of subject specialist qualifications see Annex 2.
[5] SEND is the terminology currently in use by the government. Previous terminology: *Learners with learning difficulties and/or disabilities* (Skills for Life Strategy) and *Disabled Learners* (revised qualifications 2013).
[6] As for the specialist pathway, the combined Literacy/ESOL qualification is 135 credits.
[7] The combined Literacy/ESOL standalone diploma is 60 credits.

Those who choose to teach in the post 16 education and training sector are engaging with those who have an initial, and frequently urgent, motivation to learn. A key element in the dynamics of the teaching and learning process is to maintain and enhance this motivation.

Teachers in the sector are privileged to work with such learners but have a corresponding obligation and duty to maintain currency in their subject specialism and in the acknowledgement that learners have a multiplicity of learning preferences and needs. Teacher qualification is but one stage in the professional journey and there is a need to modify approaches through analytical self-reflection and continuing professional development.

The absence of regulation, however, does means that currently there is an element of choice for the new teacher as there are different levels of qualification - although it is important to understand the implications of that choice. The three levels of teaching qualification cannot be exactly matched to particular job roles or employer type but career aspirations and personal circumstances are likely to have an impact on the qualification that a new teacher decides to take. The different qualifications are described below.

3.4 Level 5 generic qualification

3.4.1 Level 5 Diploma in Education and Training (DET)

For those who wish to become fully qualified as further education teachers, with the possibility of gaining the professional status of Qualified Teacher Learning and Skills (QTLS)[8], the Level 5 Diploma (or its university equivalent) offers the optimal opportunity for substantial career development. Colleges of further education and many other sector employers are likely to require this level of qualification or at least a commitment to gain this upon employment.

The DET is a general or 'generic' teaching qualification that covers most curriculum areas within further education. However, for those wishing to teach lower level maths or English (below and including GCSE grades A* - C), English for Speakers of Other Languages or to specialise in working with individuals who have special education needs or disability (SEND), please refer to 3.5 and 5.4.

Teaching qualifications at Level 5 and above may be offered by national awarding organisations (NAOs) and higher education institutions (HEIs - i.e. universities).

Awarding organisations use the title **Diploma in Education and Training**. The qualification comprises a combination of mandatory and optional units and has to comply with guidance offered in this document. Generally training providers do not offer all the optional units that are available

[8] This professional status can only be gained through the Society for Education and Training – https://set.et-foundation.co.uk/professionalism/gaining-qtls/ - through a process known as 'professional formation'.

but will provide these details upon request. Detailed information about the course length, content, teaching practice and assessment is included in the information for awarding organisations and teacher educators (Section 4). Course providers are also a main source of information and highly detailed course information is offered in course handbooks at the start of the course.

Higher education institutions are required to base their qualifications on the mandatory and optional units but are not required to use the title **Diploma in Education and Training**. They usually offer two versions of the qualification – one for graduates and one for non-graduates. A range of titles is used, including most commonly **Professional or Post Graduate Certificate in Education for Post Compulsory Education and Training (PGCE PCET)**. HEI qualifications are validated by the participating university and are developed to comply with the Framework for Higher Education Qualifications (FHEQ). These cover the same content, have the same credit value and same teaching practice requirements as the **Diploma in Education and Training** but may be offered at Level 6 or in some cases at Level 7. Employers tend not to discriminate on the basis of where the qualification is gained, the academic level of the qualification or who the accrediting agency is. Qualification at minimum Level 5 allows teachers to go forward to gain the professional status for teachers in the FE sector.[9]

3.4.2 Course entry requirements

Applicants for the DET need to be qualified and/or experienced in the subject which they intend to teach. Those intending to teach academic subjects would usually be expected to have a degree in their subject specialism. Those intending to teach in professional or vocational areas would usually be expected to have a professional or industry qualification and experience of working in their respective sector. There is a general expectation in the sector that a teacher should be qualified to at least one level above that at which they intend to teach. In some vocational areas this may be problematic but a reasonable expectation is that they hold the highest level trade qualification available, unless they have particularly substantial professional experience.

There are no firm rules regarding prior qualifications in maths or English although it is expected that trainee teachers gain qualifications at Level 2 prior to completion of their initial teaching qualification. Some providers will require formal qualifications before admission to an initial teacher training course for the sector. Others may administer pre admission tests in these areas. It is important to note that the successful completion of the full teacher qualification is academically demanding and applicants need to have, or be able to develop and demonstrate, high level personal skills to complete the academic and other requirements for the programme. Those in the full teacher role are required to be effective communicators in oral and written modes and to be able to handle, generate, and analyse statistical data. They will also need to be able to support learners' English and

[9] See 3.10 for more details of the professional status.

mathematical needs at the appropriate levels whilst delivering their subject specialism – see **Core knowledge and skills requirement** (3.2) and in more detail in **Section 4** (4.3).

Applicants need to demonstrate the potential to study at minimum academic Level 5 – the same level of study as the second year of a degree course. Some university equivalent DET qualifications are at Level 6 and some offer opportunities for graduates to obtain credits towards a Masters (Level 7).

Progression to **Qualified Teacher Learning and Skills** (QTLS) status also requires possession of level 2 qualifications in maths and English. A list of approved qualifications can be found here.

3.4.3 Guided Learning Hours

Guided learning hours (GLH) refers to the indicative number of hours of supervised study that is recommended to complete an accredited unit or a qualification. This does not include unsupervised study, preparation or time taken for assessment. Guided learning hours are linked to the credit that learners receive for qualifications.

The indicative number of guided learning hours for the DET is 360[10]. On a one year programme, usually in a HEI, this equates to between 10 – 12 hours per week. On a 2 year programme in a further education college the commitment would be about 5 hours per week and this may be arranged over more than one session. Independent (private) training providers may offer more flexible timetabling including more intensive provision and may incorporate distance, on line or blended learning opportunities.

3.4.4 Teaching practice requirement

Teaching practice, together with observation and assessment of that practice, is a vital component of high-quality initial training. There is a requirement for a minimum of 100 hours of practice for the DET which ideally will include teaching a variety of learners at more than one level in different learning environments. HEI courses may require more than the minimum 100 teaching practice hours.

The term 'teaching practice' refers to the teaching and learning sessions that are planned for specific learners and that take place in a learning environment. These sessions will include aspects of planning, delivery and assessment, including differentiation, and other factors that contribute to successful teaching and learning. Contact hours where teachers are supervising students for other purposes cannot be included as part of the required teaching practice hours.

[10] As listed on the Register of Regulated Qualifications. This is an indicative value but individual awarding organisations may determine the value appropriate for their learners or for the particular setting.

Teaching practice group sizes may vary, ideally with a minimum of 12 learners, but the majority of the teaching practice must be to groups of 5 or more learners. It would not be possible to acquire, develop and demonstrate the full range of teaching skills through individual or small group teaching. Teachers need to be able to manage larger groups of learners and to deploy a variety of teaching techniques and facilitate a wide spectrum of learning activities.

Through their teaching placement/workplace mentoring, trainee teachers should have the opportunity to develop further subject specialist knowledge.

Course applicants are advised to discuss teaching practice arrangements in some detail with the course provider when enquiring about joining a course. If the trainee teacher is responsible for arranging their own teaching practice placement, as they are on most part-time teacher training courses, the details of location, context, type of learners and subject level(s) will have to be agreed with the course provider

There may be additional teaching practice requirements for some of the optional units. These are detailed in the table in Annex 4.

Details of all teaching practice and assessed observations for the DET are contained in Section 5 – technical guidance

3.4.5 Qualification content and assessment

Awarding organisation accredited qualifications are based on a combination of mandatory and optional units. The mandatory units for the DET are given in diagrammatic format on page 68. There is a list of optional units in Annex 4, but note that course providers generally offer a limited selection. The learning outcomes and assessment criteria for each unit can be obtained from the course provider, awarding organisation or from the units section of the Register of Regulated Qualifications.

HEIs organise their qualifications in compliance with the Framework for Higher Education Qualifications (FHEQ). These cover the same content, have the same credit value and the same teaching practice requirements as the Diploma in Education and Training but may be offered at Levels 5, 6 or 7.

3.4.6 Accreditation of prior learning

Individuals who have already completed the level 4 further education teaching qualification or one of the level 5 standalone subject specialist diplomas may be offered some accreditation of prior

learning with regard to course content and teaching practice when joining a full teaching qualification at level 5. This can be discussed with the course provider. Accreditation or recognition of prior learning (A/RPL) may need to have currency, i.e. may need to have been within the previous 5 years.

3.5 Teaching a subject specialism

Most teachers in further education will take a generic teaching qualification, but subject specialist qualifications are available for teachers of mathematics (numeracy), English (literacy), English for Speakers of Other Languages (ESOL) and for teachers working with those with learning difficulties and/or disabilities.

As with the generic qualifications, it is the employers who decide on the qualification requirements of their staff. However, specialist teachers of mathematics numeracy or English literacy (including Functional Skills maths and English), and English ESOL should be aware that to apply for the professional status of QTLS[11] as a specialist teacher, a specialist qualification at minimum Level 3 in the subject area must be achieved. This could be an 'A' level in maths or English or Level 3 Award in Mathematics for Numeracy Teaching or Level 3 Award in English for Literacy and Language Teaching. Further acceptable qualifications at Level 3 can be found here.

There are 3 types of subject specialist qualification for each of the 5 subject specialist areas. For new teachers, both the 120 credit **diploma with specialist pathway** and the 120 credit **integrated diploma** are appropriate as both incorporate a generic teaching qualification in addition to the subject specialism. This means that upon gaining the qualification, the teacher has both a generic and a subject specialist qualification which allows them to teach further subject areas depending on their qualifications, knowledge and experience in other subject areas. It makes no difference to employers which of these two types of courses is taken and choice may depend largely on course availability.

The 45 credit standalone diplomas are mainly for teachers who already hold a generic teaching qualification and wish to move into teaching in one of the named specialist areas.

3.5.1 Titles of the subject specialist qualifications

[11] See 3.10 for further information about the professional status of Qualified Teacher Learning and Skills (QTLS)

The titles used by awarding organisations for the subject specialist qualifications are listed in Annex 2. Please note that HEIs are likely to use different qualification titles.

3.5.2 Qualification content and assessment

Awarding organisation accredited qualifications are based on a defined combination of specific units. The mandatory qualification units for the subject specialist qualifications are given in diagrammatic format in Section 5. There is a list of all optional units in Annex 4, with the combinations of units that can be taken for the different qualifications set out in Annex 5. The learning outcomes and assessment criteria for each unit can be obtained from the course provider, awarding organisation or from the units section of the Register of Regulated Qualifications.

HEIs have organised their qualifications in line with the Framework for Higher Education Qualifications (FHEQ). As with the generic Diploma, these cover the same content, and have the same credit value and teaching practice requirements as the Diploma in Education and Training but may be offered at Levels 5, 6 or 7.

3.5.3 Course entry requirements

To join one of the maths or English specialist qualifications, applicants must demonstrate skills and knowledge in the specialist area at Level 3. They will undertake an assessment test to ensure they meet the required subject specific entry criteria. If they do not meet the entry criteria, they may be signposted by the training provider to one of the following qualifications:

Level 3 Award in mathematics for numeracy teaching

Level 3 Award in English for literacy and language teaching

These Level 3 qualifications were developed specifically for individuals who wish to prepare for a Level 5 subject specific qualification in teaching mathematics (numeracy), English literacy or English ESOL. Achievement of this qualification indicates that the individual has met the subject specific course entry criteria.

There is no Level 3 subject knowledge requirement for trainee teachers joining the subject specialist qualifications in teaching learners with special educational needs and disability (SEND).

3.5.4 Teaching practice and assessed observation requirements

As there is a requirement for teaching practice to be in the chosen specialist area, the specialist area should be confirmed prior to the start of the qualification programme.

The four single-subject **specialist pathway** qualifications require a minimum of 100 hours of teaching practice, 50 hours of which must be in the specialist context. There must be a minimum of 8 assessed observations, 4 of which must be in the specialist context.

The four single-subject **integrated qualifications** all require a minimum of 100 hours of teaching practice, **all** of which must be in the specialist context, with a minimum of 8 assessed observations.

Both the combined Literacy/ESOL specialist pathway and the integrated Literacy/ESOL qualifications require a minimum of 120 hours of teaching practice in the specialist context, with a minimum of 10 assessed observations.

The four 45 credit standalone qualifications require a minimum of 50 hours of teaching practice, all of which must be in the chosen specialist area. There must be a minimum of 4 assessed observations.

The combined Literacy/ESOL standalone qualification requires a minimum of 70 hours or teaching practice. There must be a minimum of 6 assessed observations.

There are specific requirements about the subject levels taught and observed for the numeracy, literacy and ESOL subject specialist qualifications to ensure that qualified teachers have experience of working with learners at a basic level as well as those preparing for GCSEs or functional skills tests. Practice must be undertaken at a minimum of 2 different levels of the curriculum, one of which must be Entry Level. Further details of the practice requirements are given in Section 5.

3.6 Level 4 generic qualification

3.6.1 Level 4 Certificate in Education and Training (CET)

The **CET** is a 36 credit teaching qualification that develops practical teaching skills and through the optional units can prepare teachers to work in a wide range of contexts. This qualification may be helpful for those whose duties do not include the full range of teaching responsibilities, for example instructors or those who teach very small groups of learners.

Please note that completing the CET is not a requirement for joining the higher level DET and that suitable candidates may go straight on to the DET.

This qualification may enhance employment opportunities and provide a basis for progression, with the possibility of carrying forward the Level 4 unit **Teaching, learning and assessment**

to the Level 5 Diploma in Education and Training. Candidates who have already completed the Award in Education and Training can carry forward the credits from mandatory unit **Understanding roles, responsibilities and relationships in education and training** into the CET.

To be awarded the level 4 Certificate in Education and Training, a total of 36 credits must be achieved, including both mandatory and optional units.

The mandatory units cover:

- Understanding role, responsibilities and relationships in education and training
- Planning to meet the needs of learners
- Delivering teaching or training
- Assessing learners
- Using resources in education and training

The optional units provide opportunities to contextualise the qualification for different learning environments.

This qualification is suitable for individuals who:

- want a qualification focused on practical teaching
- want a choice of optional units that reflects the context in which they teach
- are currently teaching and want to have their practice and experience accredited;
- are not currently teaching but can meet the minimum teaching practice requirement of 30 hours
- are able to undertake a qualification of medium size.
- have the potential to study at this level which equates to the first year of an undergraduate degree
- are willing to undertake an initial assessment of their skills in maths, English and ICT

3.6.2 Course entry requirement

Applicants need to be qualified, proficient or experienced in the subject which they intend to teach. It would be expected that applicants have sufficient personal skills to complete the academic and other requirements of the programme. They will also need to be able to support their learners at the appropriate level whilst delivering their subject specialism. Applicants need to demonstrate the potential to study at minimum academic level 4 – the same level of study as the first year of a degree course.

Applicants will be required to take an initial assessment of their maths, English and ICT skills. The teaching programme will support further development of these skills, recorded in a personal development log. It is recommended that trainee teachers will have been assessed as competent at level 2 in English and maths prior to the completion of their CET.

3.6.3 Teaching practice and assessed observations requirement

There is a requirement for a minimum of 30 hours of practice for this qualification with a minimum of 3 assessed observations. There is no requirement to evidence working with groups of learners to achieve this qualification unless the units undertaken specify that purpose. However, where trainee teachers are working solely with individuals, a programme may also include support and preparation for working with groups.

For more detailed information about the content and teaching practice requirement of the Level 4 generic teaching qualification, please refer to Section 5.

3.7 Level 3 generic teaching qualification

3.7.1 Level 3 Award in Education and Training (AET)

The AET is a 12 credit qualification that offers an introduction to teaching in the education and training sector. Please note that there is no requirement to have this qualification in order to join a Level 4 CET or a Level 5 DET as the suite of qualifications is not designed primarily as a progression route to full qualification.

This knowledge based teaching qualification has no minimum teaching practice requirement and therefore may be taken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in *micro teaching* (peer teaching) which involves planning an observed and assessed teaching session for a specific group of learners (usually the peer group of classmates), delivering and reviewing the session and responding to feedback from the observer and the 'learners'. Trainee teachers who are already in a teaching role may be able to use their usual workplace teaching for this observed teaching session.

The qualification covers:

- Understanding roles, responsibilities and relationships in education and training
- Understanding and using inclusive teaching and learning approaches in education
- Understanding assessment in education and training

The level 3 award offers limited opportunities for employment but it may provide an informed basis for subsequent decision making in terms of further qualification or progression.

Course entry requirements

There are no nationally agreed course entry requirements. Course providers may set their own entry criteria.

3.8 Which provider

Course providers break down broadly into two categories, publicly funded providers and private (independent) training providers.

Publicly funded providers are predominantly higher education institutions (universities / HEIs) and further education colleges, although adult and community learning services and other publicly funded training providers may also offer the teaching qualifications. Universities primarily offer the full teacher qualification over a one year or 2 year duration. Further education colleges commonly offer all 3 levels of qualification. Universities are their own accrediting agency and sometimes work

with further education colleges to deliver their programmes. Many colleges offer qualifications accredited through national awarding organisations.[12] Universities may have the flexibility to offer the qualification at a higher academic level dependent on the existing level of academic achievement by the trainee. Thus a university graduate on a HEI accredited course is likely to gain accreditation at level 6 or possibly level 7. The academic level of qualification is not important in employment terms. A level 5 DET offers the same employment prospects as a level 6 / 7 PGCE PCET.

Those opting for a one year 'full time' university programme will usually find that a teaching placement is facilitated by the provider. Providers commonly expect those on 2 year 'part time' courses to arrange their own teaching for the supervised teaching practice. It is important to discuss the teaching practice arrangements with the course provider before joining a qualification programme.

Publicly funded providers use HEI or national awarding body accredited qualifications and are subject to rigorous quality assurance processes. These are conducted locally and also through national agencies – Quality Assurance Agency for HEIs or Ofsted for further education.

Private (independent) training providers use national awarding body accreditation. Awarding organisations administer centre approval procedures to ensure that private training organisations have the necessary resources and personnel to deliver their course to the required standard.

Private training organisations offer a variety of delivery methods and timetabling options for their provision and can seem to be more flexible than their publicly funded counterparts. Those opting for a private training provider are advised to conduct due diligence and consumer research to ensure that they will receive high quality training and ongoing support from a team of qualified teacher trainers with substantial experience of teaching in the sector.

3.9 Financial support

Individuals that meet the 'home student' classification (see eligibility) who are taking a Level 5 DET, a 120/135 credit Level 5 subject specialist qualification or the HEI equivalent of these qualifications should be able to access financial support from Student Finance England. For most individuals, this will be in the form of a repayable loan for the course fees.

For further information, contact the FE Advice Line who will also be able to update you on any financial incentives for further education teacher training introduced by the Department for Business, Innovations and Skills (BIS)[13].

[12] A list of current national awarding organisations that offer the Diploma in Education and Training can be found on the Register of Regulated Qualifications.
[13] Please note that the Department for Education was made responsible for the FE & Skills Sector in July 2016 following the merger of BIS and the Department of Energy & Climate Change to form the new Department for Business, Energy and Industrial Strategy.

3.10 Qualified Teacher Learning and Skills (QTLS) status

Successful completion of a teaching qualification for working in the education and training sector permits progression to the status of qualified teacher learning and skills (QTLS). This is conferred through a process called professional formation and is administered by the Society for Education and Training (SET) which is the professional body for those working as teachers in the sector.

Professional formation is a process that enables a teacher to demonstrate the effective use of skills and knowledge in their professional practice that is required to achieve Qualified Teacher Learning and Skills (QTLS).

This is a post-qualification process that enables teachers to demonstrate the following through professional practice:

- The ability to use effectively the skills and knowledge acquired whilst training to be a teacher
- Application of the professional standards required of a teacher.

Fuller details of professional formation can be accessed at https://set.et-foundation.co.uk/professionalism/gaining-qtls/what-is-professional-formation/

Section 4: General guidance for employers, awarding organisations, course providers and teacher educators

4.1 A need for professionalism

The statutory requirements for prescribed teaching qualifications for specific roles in delivering learning in the sector were rescinded in 2013. This permits greater flexibility and discretion to employers in determining the qualifications, skills and attributes necessary for successful teaching and learning in their organisations.

At a time when there is a greater discretion given to employers in deciding what will constitute and qualify staff as fully developed professional teachers, those providing teacher training for the sector should be mindful of their responsibilities in equipping teachers to work effectively with learners. The Education and Training Foundation recommends that all full teachers should have a teaching qualification at minimum Level 5 (DET). ETF further recommends that those in instructor roles should have a teaching qualification at minimum Level 4 (CET).

4.1.1 Employers need to ensure that

- those employed in a teaching role possess the necessary skills and attributes to successfully deliver high quality teaching and learning.
- support is given to the continuing professional development needs of teachers, trainers and lecturers.
- there are sufficient and appropriate resources to underpin successful teaching and learning.

4.1.1 Awarding organisations will need to continue

- to ensure that there are robust centre approval procedures for those wishing to offer and deliver accredited programmes and that resources and staffing[14] are appropriate for delivering high calibre programmes and supporting the diverse needs of trainees.
- to ensure that quality assurance processes are similarly robust and that qualifications are awarded in compliance with course specifications and agreed assessment protocols and consistently applied within and across approved providers.

[14] It is expected that teacher educators delivering the DET hold the minimum of a Level 5 initial teaching qualification and also have engaged with higher level studies at Level 7.

- to ensure that course documentation and other materials support programme delivery, are clearly linked to course specifications and take into account and reflect the professional standards for the sector.
- to provide avenues for remedy or redress if course providers fail to deliver the programmes for which they have been granted approval.

4.1.2 Course providers need to continue

- to ensure that they have sufficient resources and appropriately qualified staff[15] to deliver programmes of initial teacher education and to support the diverse needs of trainees.
- to ensure that admission procedures result in realistic enrolments so that individuals are able to achieve qualifications and develop and demonstrate the necessary skills and aptitudes for successful teaching in line with professional standards for the sector.
- to provide initial advice and guidance, on course support and guidance on exit.

4.1.3 Teacher educators will want to continue:

- advocating to employers the links between good quality initial training and continuing professional development of staff and the improvement of teaching and learning
- working in partnership with internal colleagues
- keeping up to date with policy and resulting funding implications and rules
- promoting teaching as a valuable profession
- inspiring and supporting trainee teachers in their individual professional development
- demonstrating excellent modelling in 'how to teach'
- working in partnership with higher education institutions and awarding organisations to plan and implement qualification programmes
- professionally developing as teacher educators and
- mentoring those who aspire to become teacher educators

Good quality information, advice and guidance will continue to be a key element for potential and existing teachers to ensure that they are placed on qualification programmes that match their individual needs and aspirations. The continued emphasis on recognising prior learning and experience will also be a vital element to ensure trainees are placed on the right programme for them.

A trainee teacher can undertake the Level 5 Diploma in Education and Training without having previously achieved one of the qualifications at a lower level. However, although these qualifications have not been developed to provide a direct progression route, a trainee may

[15] See footnote 12 above.

choose to progress from the Level 4 Certificate to the Level 5 Diploma, or even move from the Level 3 Award to the Level 4 Certificate and finally to the Level 5 Diploma. Trainees need to be fully informed of the possibility of enrolling directly on to the Level 5 Diploma if this is the level of qualification to which they aspire and they have the potential to achieve at this level.

Teacher educators should be fully qualified teachers (Level 5 or above) with extensive experience in teaching their subject to a range of learners. They should be able to evidence through continuing professional development and other activities that they are aware of current debates, innovations, priorities and policy directions in the sector. It is recommended that they are also engage in studies at Level 7.

There are specific qualification/experience requirements for teacher educators delivering the subject specific diplomas and these are detailed further in the technical information in Section 5.

4.2 Supervised teaching practice placement

Teaching practice is an essential part of the programme of training. It sits prior to, or alongside, a developing appreciation of the nature of the learning environments in the sector and the diverse characteristics of associated learners. It gives context for the practical application of skills in planning and managing learning and techniques of delivery and assessment.

4.2.1 Teaching practice

For the full teacher qualification Level 5 Diploma in Education and Training, the 120 credit subject specialist qualifications and all the equivalent qualifications in the FHEQ, there is a requirement for a minimum of 100 hours of practice including teaching groups of learners. Practice requirements differ for the combined Literacy ESOL qualification and the standalone specialist diplomas. All details of the teaching practice requirements for the different qualifications are provided in the technical guidance in Section 5.

For the **Level 4 Certificate in Education and Training** there is a requirement for a minimum of 30 hours of practice

The practice requirements for the optional units are detailed in Annex 4.

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;

- gaining subject-specialist knowledge through workplace mentoring.

Experience of non-teaching roles is also very useful but cannot be included within the specified number of teaching practice hours.

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

Observations should be appropriately spaced throughout the whole programme and take into account a 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.

Awarding organisations and teacher educators should familiarise themselves with the new Common Inspection Framework introduced from September 2015. The single Common Inspection Framework (CIF) is for maintained schools and academies, further education and skills providers, registered early years settings and non-association independent schools. The new CIF enables settings to be inspected to an equal set of standards and will ensure consistency and an improved ability to compare different types of provision. Inspectors will make 4 graded judgements on the same areas across all remits:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for children and learners

In further education and skills, there will be an emphasis on safeguarding and the relevance of courses and training.

For further information about the consultation that led to the changes to inspection, please read: Better inspection for all: A report of the responses to the public consultation.

When providing guidance, awarding organisations should also refer to the Ofsted report Teaching, Learning and Assessment: what works and why September 2014.

4.2.2 Observed and assessed practice requirements

For the Level 5 Diploma in Education and Training, the 120 credit subject specialist qualifications and all the equivalent qualifications in the FHEQ, there must be a minimum of 8 observations totalling a minimum of 8 hours.

Observations should be appropriately spaced throughout the whole programme and take into account a 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.

For the Education and Training units, practice must be in a teaching and learning environment.

For the Learning and Development units, practice may need to be in a working environment.

Details of all the practice requirements for the different qualifications are in Section 5 within the technical information about the individual qualification.

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

It is recommended that all those delivering units and/or observing and assessing practice for the **Level 5 Diploma in Education and Training** and equivalent qualifications in the FHEQ have all of the following:

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

and are engaged in further studies at Level 7.

Observational practice should be carried out by the teacher educator delivering the programme or shared with a nominated mentor or subject specialist working with the trainee.

Course providers should ensure that the outcomes of assessments of observational practice are valid and reliable. These should provide developmental feedback to trainees to enable them to identify what they are doing well and to highlight what improvements could be made in future delivery. Feedback should reference the appropriate sections of the **Common Inspection Framework** to

determine that towards the end of the period of training the trainee is consistent and secure in their practice and familiar with the required standards.

Effective practice demands that the majority of observations are conducted "live" so that the observer can make rounded judgements not just about delivery but also on learners' responses and outcomes and how the dynamics of teaching and learning evolve.

Those training providers that use remote observation for assessment purposes should note that a balance of in-person and remote observation is recommended, and only then if the Awarding Organisation is satisfied that the remote observation is robust. Remote observation can be helpful when it is utilised as part of a professional discussion, but the sole use of remote observation techniques involving video or digital recording, does not provide sufficient scope and should be avoided.

4.2.4 Subject specialist mentors

The need for the role of subject specialist mentors on initial teacher training programmes was highlighted in the 2004 DfES report *Equipping Our Teachers for the Future*. It is effective practice for every trainee teacher to be allocated a subject specialist mentor whose role is to provide specialist advice and information on the successful teaching of a specific subject. Ideally the mentor will be working in, or be familiar with, the trainee's place of teaching practice so that the mentor can support the trainee locally. The mentor may carry out some of the assessed observations but the majority must be carried out by the teacher educator team that delivers the course. The mentor needs to liaise with, and feedback to, the teacher educator responsible for monitoring and supporting the trainee's professional development and progress.

4.2.5 Tutoring role

Each trainee teacher should be allocated a tutor to monitor, support and oversee the trainee's professional development and progress. The nominated tutor should be a member of the team of teacher educators delivering the programme. The tutor should meet regularly with the trainee to monitor progress and develop individual learning plans.

4.3 Minimum core of literacy, language, numeracy and ICT

Common to all the qualifications is the requirement for further education teachers to have a knowledge and skills base in English literacy, English language, numeracy and ICT. The knowledge, understanding and personal skills requirements for these subjects are included in the teaching qualifications and documented in *the* **Minimum Core Guidance** (LLUK, 2007; updated LSIS, 2013; updated Education and Training Foundation, 2016).
The minimum core details the knowledge, understanding and personal skills in maths, English and ICT expected of all teachers in the sector:

- 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.

Teacher educators should select elements of the minimum core appropriate to the context and needs of each cohort of trainee teachers. The selected elements should then be delivered and assessed across the mandatory content.

Awarding organisations and teacher educators should also be mindful of the new Common Inspection Framework which includes, in the section on **Quality of teaching, learning and assessment**, inspection of evidence from all training providers that **'English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning'**.[16] Opportunities to develop the skills appropriate for the professional role of further education teacher should be made available to all trainee teachers throughout a teacher education programme. It is expected that trainee teachers who do not already hold Level 2 qualifications in maths and English should achieve these prior to the end of their initial teacher training qualification.[17]

To best meet the minimum core requirements, and plan for the development of trainee teachers' skills during the qualification programme, **all trainee teachers joining the programme should undertake an initial assessment of skills in English, mathematics and ICT.** This will form the basis of a **personal development plan,** owned and agreed by the individual trainee teacher**.** The ITE provider is expected to monitor the progress of this PDP.

[16] Ofsted Common Inspection Framework (2015)
[17] There are self-assessment tools for maths and English on Foundation on-line: see https://www.foundationonline.org.uk/course/index.php?categoryid=13

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 plus any previous actions taken to address them should inform opportunities to continue to develop their skills as required by the appropriate minimum core elements.

Section 5: Technical guidance for awarding organisations, training providers and teacher educators

5.1 Units of assessment

Qualifications in the Education and Training suite of qualifications comprise a combination of mandatory and optional units. The units that make up the further education teaching qualifications are held by the awarding body Ascentis, www.ascentis.co.uk, as the owner of those units.

5.1.1 Credit achievement and rules of combination

Credit achievement and the rules of combination for these qualifications are based on the two kind of units – mandatory and optional units. Mandatory units must be completed for the qualification to be achieved. A selection of optional units makes up the required number of credits for qualification achievement.

Mandatory and optional units, together with rules of combination for each of the teaching qualifications are detailed in the following diagrams showing the structure of each qualification and in annexes 3 and 4. Awarding Organisations should always refer to the units themselves when developing and regulating qualifications..

5.1.2 Mandatory units

The mandatory units required for each qualification are shown in the diagrammatic overview of each qualification and in the rules of combination (Annex 5).

5.1.3 Optional units

For a full list of optional units, refer to Annex 4. For details of the learning outcomes and assessment criteria for each unit, please refer to Ascentis.

The knowledge-based units from the specialist standalone qualifications for teaching English (Literacy), English (ESOL), English (Literacy and ESOL) and Mathematics (Numeracy) are included in the optional units. A trainee teacher can take one or more of these units from one or more specialist areas. However, as with all specialist maths and English teaching qualifications, trainee teachers undertaking these units are required to evidence personal skills in maths and English at Level 3.

The qualifications also include the knowledge-based units from the specialist standalone qualification for teaching learners with special educational needs or disability. There is no requirement for trainee teachers taking these units to evidence personal skills in this subject specialist area.

The specialist practice units have not been included in the Level 5 Diploma in Education and Training, as trainee teachers would not be able to fulfil the practice requirements without having studied the relevant theory and frameworks in the knowledge-based units.

Units from the Learning and Development suite are included and these units have additional practice requirements (see Annex 4).

The assessment strategy for the Learning and Development units is in Annex 8.

5.2 Minimum core of literacy, language, numeracy and ICT

See Section 4 for the minimum core requirements that need to be integrated into the delivery of all Level 4 and Level 5 qualifications in Education and Training

5.3 Level 5 Diploma in Education and Training

5.3.1 Structure of the Diploma in Education and Training

This qualification of 120 credits (75 from mandatory units and 45 from optional units) combines the study of underpinning theories, frameworks and research into effective teaching and learning alongside the development of practical teaching skills. It requires a minimum of 100 hours of teaching practice.

Level 5 Diploma in Education and Training **120 credits** **Minimum 61 credits at Level 5** **Minimum 360 guided learning hours***			
Mandatory Units Total of	**Group A Units**		
	Teaching, learning and assessment in education and training	Level 4	20 credits
	Developing teaching, learning and	Level 4	20 credits

75 credits at Levels 4 and 5	assessment in education and training		
	Theories, principles and models in education and training	Level 5	20 credits
	Wider professional practice and Development in education and training	Level 5	15 credits
Optional Units Minimum of **45** credits at Levels 4 and 5	**Group B units (sample selection of units totalling 45 credits)**		
	Identify the learning needs of organisations (Learning and Development unit)	Level 4	6 credits
	Equality and diversity	Level 4	6 credits
	Action learning to support development of subject specific pedagogy	Level 5	15 credits
	Literacy theories and framework	Level 5	15 credits
	Preparing for the coaching role	Level 4	3 credits
Teaching practice Requirement	100 hours minimum 8 hours of observed and assessed practice		
Rules of combination – see Annex 5			

*indicative value

Through two of the mandatory units, **Teaching, learning and assessment (Level 4)** and **Developing teaching, learning and assessment (Level 5)**, there is a strong focus on practical teaching skills. These two practice units are designed to reflect the development of teaching skills

over the duration of the qualification. The Level 5 unit builds on the Level 4 unit and involves more of the following elements:

- Knowledge and application of theory
- Knowledge and application of pedagogical principles
- Designing resources and assessments
- Using a wider range of technologies
- Demonstrating flexibility and adaptability in practice
- Investigating pedagogical principles and innovative and creative approaches in own area of specialism

The remaining two mandatory units cover theories, principles and models, and wider professional practice and development, including dual professionalism

The achievement of the unit **Theories, principles and models in education and training** (Level 5) is prerequisite to a trainee teacher undertaking a Level 5 practice unit because it provides the underpinning theory that must be applied.

5.3.2 Links to other qualifications in the Education and Training suite and APL/RPL

Individuals who have completed the **Level 4 Certificate in Education and Training** who are progressing to HEI-validated qualifications at Level 5 or above may have their Level 4 credit recognised in line with each higher education institution's arrangements for the recognition of prior learning.

Individuals who have the Level 4 CET who are progressing to an AO accredited Level 5 DET should have their prior achievement recognised. RPL will apply to the mandatory credit gained from the Level 4 unit: **Teaching, learning and assessment**.

Individuals who have completed the **Level 4 Certificate in Education and Training** may also use the evidence of practice, including observed and assessed practice, towards the overall minimum practice requirements, including observed and assessed practice requirements, for the **Level 5 Diploma in Education and Training.** They can transfer twenty hours of practice and two hours of observed and assessed practice towards the practice requirements of the **Level 5 Diploma in Education and Training**.

Individuals who have already achieved one of the **standalone specialist qualifications** can also use some of their evidence of practice, including observed and assessed practice, towards the overall minimum practice requirements for **the Level 5 Diploma in Education and Training**. Further

information on credit transfer and the transfer of practice between the **Level 5 Diploma in Education and Training**, the **Level 5 Diploma in Education and Training including a specialist pathway** and the standalone specialist qualifications is in Annex 6.

5.3.3 Course entry requirements

Applicants for the DET need to be qualified and or experienced in the subject which they intend to teach. Those intending to teach academic subjects would usually be expected to have a degree in their subject specialism. Those intending to teach in professional or vocational areas would usually be expected to have a professional or industry qualification and/or substantial experience of working in their respective sector. However, it is for training providers to make a judgement through their application and interview process about the current subject expertise of the applicant and their potential to become a good teacher.

There are no firm rules regarding prior qualifications in maths or English. Some providers demand formal qualifications in these subjects at Level 2 (GCSE A* - C or Functional Skills Level 2) before admission to a DET. Others may administer pre admission tests in these areas. It would be expected that applicants have sufficient personal skills to complete the academic and other requirements for the programme. Applicants will also need to be able to support their learners at the appropriate levels whilst delivering their subject specialism – see **Core knowledge and skills** requirement (3.2) and in more detail in Section 4 pages (4.3).

Applicants need to demonstrate the potential to study at minimum academic Level 5 – the same level of study as the second year of a degree course. Some university equivalent DET qualifications are at Level 6 and some offer opportunities for graduates to obtain credits towards a Masters (Level 7).

To achieve this qualification, there is a requirement for a minimum of 100 hours of teaching practice which must include working with groups.

There are different practice requirements for each unit in this qualification. These are detailed in Annex 3
Practice requirements for the optional units are detailed in the table of optional units in Annex 4.

See Section 4 for information about quality assurance in teaching practice placements.

5.3.4 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 AET. Any single observation must be a minimum of half an hour. 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)**

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. 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.

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 option units from the Education and Training suite also require practice, including observation and assessment of practice, which are in addition to the assessment requirements for the mandatory units. Details of the optional units requiring additional practice are in Annex 4.

For some optional units taken from a 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 Annex 4.

5.4 Level 5 subject specific qualifications

The subject specific qualifications at level 5 are intended for those who teach

- **Learners with special educational needs or disability**
- **Mathematics (numeracy) or functional skills (mathematics)**
- **English (literacy) or functional skills (English)**
- **English (ESOL)**
- **English (literacy and ESOL)**

For each of these five subject areas there are three qualification types:

- **Qualifications including a specialist pathway**

  These are diploma qualifications of 120 credits where **part** of the qualification and practice is taken in the context of the specialist area.

- **Integrated qualifications**

These are diploma qualifications of 120 credits where **all** of the qualification and practice is taken in the context of the specialist area.

- **Standalone qualifications**

  These are diploma qualifications of 45 credits where **all** of the qualification and practice is taken in the context of the specialist area.

5.4.1 Structure of the Level 5 Diploma in Education and Training including a specialist pathway

This qualification is similar to the generic Diploma in Education and Training but all the optional credits are undertaken in the specialist area. All three units from the equivalent, 45[18] credit standalone specialist diplomas have been combined with the mandatory units from the DET to create the specialist pathway.

The specialism undertaken is reflected in the qualification title, for **example Level 5 Diploma in Education and Training (including teaching Mathematics: Numeracy)**.

Four of the qualifications are 120 credits (75 mandatory and 45 in the specialist area). The exception is the combined specialist pathway in English (Literacy and ESOL) which is 135 credits in line with the additional units undertaken.

The qualifications combine the study of underpinning theories, frameworks and research into effective teaching and learning alongside the development of practical teaching skill, in both the generic and the chosen specialist context.

[18] 60 credits for the combined Literacy/ESOL specialism

<table>
<tr><td colspan="2">Level 5 Diploma in Education and Training including a specialist pathway
120 credits (135 credits for the combined English literacy/ESOL pathway)
Maximum of 20 credits at Level 4
370 guided learning hours (420 GLH for the combined literacy/ESOL pathway) *</td></tr>
<tr><td>Mandatory Units

Total of

75 credits at Levels 4 and 5</td><td>Group A Units

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

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

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

Wider professional practice and development in education and training — Level 5 — 15 credits</td></tr>
<tr><td>Specialist Units

45 credits at Level 5

(60 credits at Level 5 for the combined Literacy/ESOL pathway)</td><td>All three units from the standalone specialist qualifications are included to provide specialist pathways through optional credit in the following areas: Mathematics (numeracy)
English (literacy)
English (ESOL)
English (literacy and ESOL)
Teaching learners with special educational needs or disability
The chosen pathway is reflected in the qualification title, eg Diploma in Education and Training (English: literacy and ESOL)</td></tr>
<tr><td></td><td></td></tr>
</table>

Teaching practice Requirement	100 hours minimum, of which 50 hours must be in the chosen specialism 8 hours of observed and assessed practice 120 hours minimum for the combined Literacy/ESOL pathway, 70 of which must be in the specialist areas
Rules of combination – see Annex 5	

* Indicative values

5.4.2 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 taking this qualification.

Individuals wishing to specialise solely in the teaching of one of the subject specialist qualifications should enrol on one of the specialist integrated Level 5 Diplomas in Education and Training, or, where there is no integrated programme of study, on one of the Level 5 Diplomas (including a specialist pathway).
Where neither of these qualifications are available, trainee teachers can undertake both a generic Level 5 Diploma in Education and Training and a 45 credit standalone Level 5 Diploma in Teaching in the chosen subject specialism. If these are undertaken concurrently, by selecting the relevant specialist units from the optional credit component of the specialist standalone qualification, a trainee teacher can achieve a generic DET and a specialist pathway. A trainee teacher taking the 45 optional credits in literacy, for example, will achieve a literacy specialist pathway.

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 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.
They 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 the **Level 5 Diploma in Education and Training including a specialist pathway**.

If an individual already holds one of the standalone specialist 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 qualification towards a **Level 5 Diploma in Education and Training including a specialist pathway**. Further details are provided in Annex 3.

5.4.3 Course entry requirements

These are similar to those for the Diploma in Education and Training, but additionally, as with all the specialist qualifications in this suite, trainee teachers on these programmes must evidence personal skills in maths or English at Level 3. The entry criteria and how they may be evidenced are detailed in the 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).**

Providers may wish to signpost candidates whose skills are not at the appropriate level to the following qualifications which are tailor made to prepare candidates for the specialist qualifications and provide evidence of skills at Level 3:

Level 3 Award in mathematics for numeracy teaching

Level 3 Award in English for literacy and language teaching

Details of these qualifications are in a separate guidance document (available here).

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

This qualification has the same requirements as for the Diploma in Education and Training outlined in Section 4. Additionally, however, they must have:

- a Level 5 Additional Diploma or a Level 4 (old NQF) subject specialist qualification or an equivalent qualification in the relevant specialist area(s)[19]
- evidence of relevant teaching experience in the specialist context(s)
- in-depth knowledge of the relevant specialist area(s)

5.4.5 Teaching practice requirement

Four of the qualifications require a minimum of 100 hours of teaching practice, 50 of which must be in the chosen specialist area. The combined Literacy/ESOL qualification is different and has a requirement of a minimum of 120 hours, 70 of which must be in the chosen specialist areas. There must be evidence of working with groups of learners.

There are specific requirements about the subject levels taught and observed for the numeracy, literacy and ESOL subject specialist qualifications. Practice must be undertaken in at least 2 different levels of the curriculum, one of which must be Entry Level. Further details of the requirements are listed in the table of mandatory units with teaching practice requirements (Annex 3) and in the optional units including teaching practice requirements in Annex 4.

Because of the requirement for teaching practice to be in the chosen specialist area, the specialism should be decided at the start of the qualification programme.

5.4.6 Observed and assessed teaching practice requirement

For the four single 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).

[19] This does not apply to the SEND subject specialism

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 contexts.

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

5.4 Integrated specialist Diplomas in Education and Training

5.4.1 Structure of the Level 5 Diplomas in Education and Training (subject specialism)

This qualification is similar to the **Level 5 Diploma in Education and Training including a specialist pathway** but the majority of the qualification is in the context of one of the specialist areas of teaching. Consequently, **all the teaching practice must be undertaken in the chosen specialist context.**

Level 5 Diploma in Education and Training (subject specialism) **120 credits** **Minimum of 85 credits at Level 5** **370 guided learning hours** *	
Mandatory Units Total of **105** credits at Levels 4 and 5	**Group A Units** Teaching, learning and assessment in education and training(in the specialist area) Level 4 20 credits 65GLH Developing teaching, learning and assessment in education and training (in the specialist area) Level 5 20 credits 65GLH Theories, principles and models in education and training Level 5 20 credits 60GLH Wider professional practice and development in education and training Level 5 15 credits 50GLH **Group B Units** First knowledge unit from the standalone specialist unit Level 5 15 credits 40GLH Second knowledge unit from the standalone specialist unit Level 5 15 credits 40GLH
Optional Units	**Group C (examples only)** Action learning to support Level 5 15 credits

15 credits at Level 4 or 5	development of specialist pedagogy or Inclusive practice Level 4 15 credits
Teaching practice requirement	100 hours minimum all in the specialist area Evidence required of working with groups Minimum of 8 observations totalling 8 hours of observed and assessed practice. Any single observation must have a minimum duration of half an hour.
Rules of combination – see Annex 5	

* Indicative value

The integrated specialist Diplomas are 120 credits (135 credits for the combined English literacy/ESOL qualification). They include the same four mandatory units but the two practice units have been contextualised for the specialist area. This means that the practice unit from the standalone specialist diploma is not required and enables a 15 credit optional component.

The mandatory units that must be contextualised for teaching in the specialist area are

- **Teaching, learning and assessment in education and training (subject specialism)** (Level 4)
- **Developing teaching, training and assessment in education and training (subject specialism)** (Level 5)
- **Subject specialism theories and frameworks** (level 5)

There is no requirement for the content of the following mandatory units to be taught in the context of teaching the subject specialism but there are opportunities to do so:

- **Theories, principles and models in education and training** (Level 5)
- **Wider professional practice and development in education and training** (Level 5).

Also included in this qualification are the two knowledge-based units from the standalone specialist diploma. There is a limited number of optional units in the rules of combination and all of them can be contextualised to the chosen specialist area.

5.4.2 Links to other qualifications in the Education and Training suite of qualifications

No subject specialism credit, teaching practice, or observed and assessed practice from the **level 4 Certificate in Education and Training** can be transferred to the subject specialist integrated **level 5 Diplomas in Education and Training**.

5.4.3 Course entry requirements

These are the same as for the other subject specialist qualifications.

5.4.4 Teaching practice requirement

There is a requirement for a minimum of 100 hours of practice for this qualification. While this is a minimum requirement, awarding organisations may require more if they wish. All 100 hours of practice should be in a subject specialist context in a teaching and learning environment. There is also a

requirement to evidence working with groups of learners, although parts of the qualification allow for working solely with individuals. For the literacy, ESOL and numeracy integrated qualification, practice must be undertaken within at least two of the three levels of the curriculum Entry Level and one other (Level 1 or Level 2).

5.4.5 Observed and assessed teaching practice requirement

There must be a minimum of eight observations totalling a minimum of eight hours. Any single observation must be a minimum of half an hour. All eight observations must be in teaching and learning environments and in a subject specialist context. Assessed observations should include at least two subject specialist observations at entry level.

All observations are linked to the following mandatory units**.**

- **Teaching, learning and assessment in education and training (subject specialism)** (level 4)
- **Developing teaching, training and assessment in education and training (subject specialism)** (level 5)

5.4.6 Structure of the Diploma in Education and Training (English: Literacy and ESOL)

This is a larger qualification than the other specialist integrated qualifications and has a slightly different structure. **There are no optional units within this qualification.**

Level 5 Diploma in Education and Training (English: Literacy and ESOL) **135 credits** **Minimum of 115 credits at Level 5** **420 GLH ***

Mandatory Units Total of **135** credits at Levels 4 and 5	**Group A Units** Teaching, learning and assessment in education and training(Literacy and ESOL) Level 4 20 credits 60GLH Developing teaching, learning and assessment in education and training (Literacy and ESOL) Level 5 20 credits 65GLH Theories, principles and models in education and training Level 5 20 credits 60GLH Wider professional practice and development in education and training Level 5 15 credits 50GLH Group B units Literacy and ESOL theories and frameworks (knowledge unit from the combined standalone qualification) Level 5 20 credits 60GLH Literacy and ESOL and the learners (knowledge unit from the combined Standalone qualification) Level 5 20 credits 40GLH Literacy and ESOL learning and teaching (practice unit from the combined standalone unit) Level 5 20 credits 60GLH
Optional Units	n/a
Teaching practice Requirement	120 hours minimum with all practice in the specialist area Evidence required of working with groups

	Minimum of 10 observations totalling 10 hours of observed and assessed practice. Any single observation must have a minimum duration of half an hour.

* indicative value

5.5 Level 5 Standalone specialist diplomas

5.5.1 Structure of the standalone specialist diplomas

These are subject specialist qualifications of 45 credits (60 credits for the combined English Literacy and ESOL qualification). They require 50 hours of teaching practice in the chosen specialist area (70 hours for the combined English Literacy and ESOL qualification).

There are no optional units within these qualifications and all units are at Level 5.

Level 5 Diploma in Teaching including a specialist pathway **45 credits at Level 5** **No credits at Level 4** **120 guided learning hours ***	
Mandatory Units Total of **45** credits at Level 5	**Group A (and Group B) Units** First knowledge unit in specialist area Level 5 15 credits 40GLH Second knowledge unit in specialist area Level 5 15 credits 40GLH Practice unit in specialist area Level 5 15 credits 40GLH
Teaching practice Requirement	50 hours minimum all in the specialist area 4 hours of observed and assessed practice. Must include a minimum of one observation at Entry Level and one at Level 1 or 2

Level 5 Diploma in Teaching English: Literacy and ESOL **60 credits at Level 5** **No credits at Level 4** **180 guided learning hours***	
Mandatory Units Total of **60** credits at Level 5	**Group A (and Group B) Units** First knowledge unit in specialist area Level 5 20 credits 60GLH Second knowledge unit in specialist area Level 5 20 credits 60GLH Practice unit in specialist area Level 5 20 credits 60GLH
Teaching practice Requirement	70 hours minimum all in the specialist areas 6 hours of observed and assessed practice all in a literacy and ESOL context. Must include a minimum of one literacy and one ESOL observation at Entry Level

* indicative value

5.5.2 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 taking this qualification.

If an individual already holds one of the standalone specialist 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 qualification towards a **Level 5 Diploma in Education and Training including a specialist pathway**. Further details are provided in Annex 6.

5.5.3 Course entry requirements

As for the Diploma in Education and Training, but additionally, as with all the specialist qualifications in this suite, trainee teachers on these programmes must evidence personal skills in maths and English at Level 3. The entry criteria, and how they may be evidenced, are detailed in the 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)**.

Providers may wish to signpost candidates whose skills are not at the appropriate level to the following qualifications which are tailor made to prepare candidates for the specialist qualifications and provide evidence of skills at Level 3:

Level 3 Award in mathematics for numeracy teaching

Level 3 Award in English for literacy and language teaching

Details of these qualifications are in a separate guidance document (available here).

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

This qualification has the same requirements as for the Diploma in Education and Training including a specialist pathway.

5.5.5 Teaching practice requirement

Four of the qualifications require a minimum of 50 hours of teaching practice in a teaching and learning environment, all of which must be in the chosen specialist area. Again, the combined Literacy/ESOL qualification is different and has a requirement of a minimum of 70 hours, all of which must be in the two specialist areas.

There are specific requirements about the subject levels taught and observed for the numeracy, literacy and ESOL subject specialist qualifications. Practice must be undertaken at least 2 different levels of the curriculum, one of which must be Entry Level. Further details of the requirements are listed in the table of mandatory units with teaching practice requirements (Annex 3) and in the optional units including teaching practice requirements in Annex 4.

Teaching practice should be located and assessed within the 'teaching and learning' unit of the particular subject specialism.

To achieve the qualification, there is a requirement to evidence working both with groups of learners and with individual learners.

Because of the requirement for teaching practice to be in the chosen specialist area, the specialism should be decided at the start of the qualification programme.

5.5.6 Observed and assessed teaching practice requirement

For the four single specialist pathways listed below, there must be a minimum of 4 observations totalling a minimum of 4 hours with all 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).

For the literacy, ESOL and numeracy subject specialism, at least one observation must be at Entry level.

For the combined specialist pathway **Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL)**, there must be a minimum of six assessed observations of practice at the required standard, with at least one literacy and one ESOL observation at Entry level. All of the observations must be in a literacy and ESOL context.

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

Note that, to be eligible for the award of credit for the teaching and learning unit, a trainee teacher must be able to provide evidence of four assessed observations of practice (six for the combined unit) that have met the required standard of practice.

5.6 Level 4 Certificate in Education and Training (CET)

5.6.1 Structure of the Certificate in Education and Training

This is a qualification of 36 credits (21 credits from mandatory units and a minimum of 15 credits from optional units). It focuses on practical teaching skills and requires a minimum of 30 hours of teaching practice.

This qualification can be achieved by working with individuals or groups of learners. Optional units include units from the Learning and Development suite of qualifications.

<table>
<tr><td colspan="2">Level 4 Certificate in Education and Training
36 credits minimum at Levels 3 and 4
Minimum of 21 credits at Level 4
140 guided learning hours*</td></tr>
<tr><td>Mandatory Units

Total of

21 credits at

Levels 3 and 4</td><td>Group A units

Understanding roles, responsibilities and relationships — Level 3 — 3 credits

Planning to meet the needs of learners — Level 4 — 3 credits

Delivering education and training — Level 4 — 6 credits

Assessing learners in education and training — Level 4 — 6 credits

Using resources for education and training — Level 4 — 3 credits</td></tr>
<tr><td>Optional Units

Minimum of

15 credits at

Levels 3, 4 and 5</td><td>Example of Group B units
See Annex 2 for a full list of optional units

Action Research — Level 5 — 15 credits

or

Delivering employability skills — Level 4 — 6 credits

Engage with employers to facilitate — Level 4 — 6 credits</td></tr>
</table>

	workforce development Identify individual learning and development needs (from Learning and Development unit) Level 3 3 credits
Teaching practice requirement	30 hours minimum hours of observed and assessed practice
Rules of combination **See Annex 5**	

* indicative value

5.6.2 Links to other qualifications

The Level 3 unit *Understanding roles, responsibilities and relationships in education and training* is common to the AET and the CET and credit transfer will apply if the AET has already been achieved.

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

Trainee teachers who have achieved the **Level 4 Certificate in Education and Training** and who are progressing to an AO-accredited **Level 5 Diploma in Education and Training** should have their prior achievement recognised. Recognition of prior learning (RPL) will apply between the mandatory credit from the Certificate and the unit: **Teaching, learning and assessment in education and training for the Level 5 Diploma in Education and Training**. Trainees should not be required to present further evidence other than that required to demonstrate that their prior learning is at Level 4. All awarding organisations will implement this process.

Trainee teachers who have achieved the **Level 4 Certificate in Education and Training** and who are progressing to HEI-accredited qualifications at Level 5 or above may have their Level 4 credit recognised in lined with that HEI's arrangements for recognition of prior learning.

Trainee teachers who have achieved the **Level 4 Certificate in Education and Training** can transfer twenty hours of practice and two hours of observed and assessed practice towards the practice requirements for the **Level 5 Diploma in Education and Training**.

The units from the **Level 3 Award in English for Literacy and Language Teaching** and the Level 3 Award in Mathematics for Numeracy Teaching have also been included as optional credits. These knowledge-based qualifications are accepted as entry requirements to all the Level 5 specialist qualifications.

5.6.3 Course entry requirements for the Level 4 Certificate in Education and Training

There is no requirement to have achieved the Award in Education and Training to be accepted on to the CET.

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in maths, English 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 maths, English and ICT skills, their record of

development needs and any previous action taken to address them should be reviewed and updated as required. There are no other nationally agreed entry requirements.

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

All those delivering units and/or observing and assessing practice for the **Level 4 Certificate in Education and Training** should have all of the following:

- a teaching or training qualification
- evidence of relevant teaching experience in an education or training context
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes

There are additional requirements for those who assess the Learning and Development units – see Annex 4.

5.6.5 Teaching practice requirements

There is a requirement for a minimum of 30 hours of practice for this qualification. There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken which specify that purpose. However, where trainee teachers are working solely with individuals, a programme may also include support and preparation for working with groups.

For the Education and Training units, practice must be in a teaching and learning environment. The three observations must be linked to the following mandatory units:

- **Delivering education and training** (Level 4)
- **Assessing learners in education and training** (Level 4)
- **Using resources for education and training** (Level 4).

A holistic approach should be taken to observed and assessed practice so that each observation and assessment of practice enables trainee teachers to provide evidence for all of the three units identified above.

5.6.6 Observed and assessed practice

There must be a minimum of three observations totalling a minimum of three 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's progress. Awarding organisations must provide guidance to enable providers to make a judgement about whether a trainee teacher has met the required standard of practice in all observations. Please refer to the new Common Inspection Framework and to the Ofsted report Teaching, Learning and Assessment: what works and why September 2014.

Practice requirements for the optional units are detailed in Annex 3 and in the relevant Learning and Development qualification guidance document.

To be eligible for the award of credit for any one of the above three units, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that meets 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 three assessed observations of practice that meet the required standard of practice.

There are additional practice, including observed and assessed practice, requirements for some optional units that belong to the Education and Training suite. These requirements are in addition to those identified above for the mandatory units and are summarised in Annex 3.

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

5.7 Level 3 Award in Education and Training

This is an introductory, knowledge-based qualification of 12 credits. The observed teaching practice requirement is in the form of microteaching[20]. If the Learning and Development units are selected, see diagram below, teaching practice will be observed and assessed in the workplace.

5.7.1 Structure of the Award in Education and Training

<table>
<tr><td colspan="2">Level 3 Award in Education and Training
12 credits at Level 3
48 guided learning hours if no L&D units are selected*
61 guided learning hours maximum where L&D units are selected*</td></tr>
<tr><td>Mandatory Units

Total of

3 credits at

Level 3</td><td>Group A Units

Understanding roles, responsibilities and relationships — Level 3 — 3 credits</td></tr>
<tr><td>Optional Units

Minimum of

9 credits at

Levels 3</td><td>Group B Units (select TWO of the following)

Understanding and using inclusive approaches in education and training — Level 3 — 6 credits

Facilitate learning and development for individuals (Learning and Development unit) — Level 3 — 6 credits

Facilitate learning and development in groups (Learning and Development unit) — Level 3 — 6 credits</td></tr>
</table>

[20] Teaching a short session to your peer group from your course.

	Group C Unit (select ONE of the following)		
	Understanding the principles and practices of assessment (Learning and Development unit)	Level 3	3 credits
	Understanding assessment in education and training	Level 3	3 credits
Rules of combination: **3 credits from Group A** **6 credits from Group B** **3 credits from Group C**			

* indicative value

5.7.2 Links to other qualifications within the Education and Training suite

Individuals are not required to have achieved a level 3 Award in Education and Training before undertaking a Level 4 CET or a Level 5 DET although some individuals may choose to do so. Potential trainee teachers should be informed of this and given information about the full suite of Education and Training qualifications.

If individuals decide to take the Level 4 CET after the Level 3 AET, credit transfer will apply: the Level 3 unit **Understanding roles, responsibilities and relationships in education and training** is common to both qualifications. It is therefore recommended that this unit be delivered before other units in both the Award and Certificate programmes in order to support progression.

No credit from this qualification can be transferred to the Level 5 DET.

5.7.3 Course entry requirements for the Award in Education and Training

There is a requirement to carry out an initial assessment of a trainee teacher's personal skills in maths, English and ICT. Development needs should be recorded and, where applicable, an action plan agreed. If trainee teachers join the qualification programme having already undertaken an initial assessment of their maths, English and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.

Although there is no specific requirement in relation to the minimum core, providers may wish to base this initial assessment on the personal skills requirements for the minimum core as outlined in the **Minimum Core Guidance**.

There are no other nationally agreed entry requirements.

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

All those delivering units and/or observing and assessing practice for the AET should have all of the following:

- A teaching or training qualification
- Evidence of relevant teaching experience in an education or training context
- Access to appropriate guidance and support
- On-going participation in related programme quality assurance processes.

There are additional requirements for those who assess the L&D units. Information about these is provided in Annex 8.

5.7.5 Teaching practice requirements

There is a minimum requirement for trainee teachers to engage in observed and assessed microteaching for the following option unit:

- **Understanding and using inclusive teaching and learning approaches in education and training (Level 3)**

For this unit, trainee teachers must be involved in at least one hour of microteaching. They must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, they can either deliver additional microteaching sessions or observe the microteaching of other trainee teachers.

Trainee teachers who are currently teaching may prefer to use their practice instead of microteaching to meet the requirement of this unit.

Awarding organisations may wish to include an additional practice requirement for this unit in their qualification.

There is a requirement to undertake observed and assessed practice in a real work environment for the following optional units from the L & D suite that are included in this qualification

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)

For these units, practice should be in the appropriate context – with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assess are not specified for these units.

The practice and observed and assessed requirements for practice units are summarised in Annexe 4

Annex 1: Overview of teaching qualifications

Level 3 Award in Education and Training – 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 5 Diploma in Education and Training – 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 hours assessed observation of teaching	

[7] The English (Literacy and ESOL) pathway is 135 credits with 60 credits in the specialist pathway. It has different practice requirements.

Level 4 Certificate in Education and Training – 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 hours assessed observation of teaching	

Level 5 Diploma in Education and Training with a specialist pathway – 120 credits[7]

75 mandatory credits Level 4 and 5	45 credits in one of: • English (Literacy) • English (ESOL) • English (Literacy and ESOL) • Mathematics (Numeracy) • Teaching Disabled Learners
A minimum practice requirement of 100 hours teaching, 50 of which must be in the specialist area 8 hours assessed observation of teaching, 4 in the specialist area	

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)[21]

Level 5 Diploma in Education and Training (Mathematics: Numeracy) Level 5 Diploma in Education and Training (Disabled Learners)

105 mandatory credits Level 4 and 5	15 optional credits Level 4 and 5
A minimum practice requirement of 100 hours teaching 8 hours assessed observations of teaching, all in specialist area	

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 ESOL[22]

Level 5 Diploma in Teaching Mathematics: Numeracy Level 5 Diploma in Teaching Disabled Learners

45 mandatory credits
A minimum practice requirement of 50 hours teaching 4 hours assessed observations of teaching, all in specialist area

[21] This qualification covering 2 specialist areas is 135 credits. All credits are mandatory. It has different practice requirements.

[22] This qualification covering 2 specialist areas is 60 credits. It has different practice requirements.

Annex 2: The further education and skills teaching qualifications

The following is a complete list of qualification titles within this suite of qualifications[23]

Generic qualification titles

Level 5 Diploma in Education and Training

Level 4 Certificate in Education and Training

Level 3 Award in Education and Training

Subject specialist qualification titles

Level 5 Diplomas in Education and Training including a specialist pathway

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

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

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

Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL) **(135 credits)**

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

Integrated specialist Level 5 Diplomas in Education and Training (120 credits)

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

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**)** **(135 credits)**

Level 5 Diploma in Education and Training (Disabled Learners)

[23] HEIs can adopt different titles for the generic and the subject specific qualifications and may offer two versions of the qualification – one for graduates and one for non-graduates.

Standalone specialist Level 5 Diplomas (45 credits)

Level 5 Diploma in Teaching Mathematics: Numeracy

Level 5 Diploma in Teaching English: Literacy

Level 5 Diploma in Teaching English: ESOL

Level 5 Diploma in Teaching English: Literacy and ESOL **(60 credits)**

Level 5 Diploma in Teaching Disabled Learners

Annex 3: Level 5 mandatory units with summary of 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	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. 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 **Teaching, learning and assessment in education and training**. 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. There is no transfer of practice, or of observed and assessed practice, from previously achieved
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

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Specialist units			
Action learning for teaching in a specialist area of disability*	No	No	n/a
ESOL and the learners* Level 5	No	No	n/a
ESOL teaching and learning Level 5	Yes	Yes	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. Practice must be undertaken within at least two of the three levels of the ESOL curriculum – Entry Level and one other level. 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.

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
ESOL theories and frameworks*	No	No	n/a
Inclusive teaching and learning for disabled learners Level 5	Yes	Yes	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 disabled learners, and should involve working with groups of learners. 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, totaling a minimum of four hours. All four of these observations must be in teaching and learning environments with disabled learners. There is no transfer of practice, or of observed and assessed practice, from a previously achieved Level 4 education and training qualification.
Literacy and ESOL and the learners* Level 5	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Literacy and ESOL teaching and learning Level 5	Yes	Yes	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 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. To be eligible for the award of credit for this unit, trainee teachers must have evidence of a minimum of six assessed observations of practice at the required standard, totalling a minimum of six hours. All of these observations must be in teaching and learning environments and in a literacy/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.
Literacy and ESOL theories and frameworks*	No	No	n/a

Literacy and the learners* Level 5	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Literacy teaching and learning Level 5	Yes	Yes	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 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. 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.
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	Notes on requirements
Numeracy teaching and learning Level 5	Yes	Yes	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 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. 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 numeracy context. Assessed observations should include at least one numeracy observation at Entry Level. There is no transfer of practice, or of observed and assessed practice, from a previously achieved Level 4 education and training qualification.
Numeracy knowledge and understanding Level 5	No	No	n/a
Understanding theories and frameworks for teaching disabled learners* Level 5	No	No	n/a

Annex 4: Level 5 optional units with summary of practice if required

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Action learning for teaching in a specialist area of disability (J/505/0756) Level 5 (*Level 5 Diploma in Teaching Disabled Learners unit)*	No	No	n/a
Action learning to support development of subject specific pedagogy (M/503/5376) Level 5	No	No	n/a
Action research (T/503/5380) Level 5	No	No	n/a
Analysing English language for literacy and language teaching (J/503/4850) Level 3 (*Award in English for Literacy and Language Teaching unit)*	No	No	n/a

Assess occupational competence in the work environment (H/601/5314) Level 3 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Assess vocational skills, knowledge and understanding (F/601/5319) Level 3 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (F/505/0187) Level 3	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Delivering employability skills (M/505/1089) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Develop and prepare resources for learning and development (A/502/9547) Level 4 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.

Develop learning and development programmes (M/502/9545) Level 4 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Developing subject pedagogy and understanding – GCSE English language (H/507/9018) Level 5	No	No	n/a
Developing subject pedagogy and understanding – GCSE maths (H/507/9016) Level 5	No	No	n/a
Developing, using and organising resources within a specialist area (H/505/1090) Level 5	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Effective partnership working in the learning and teaching context (Y/503/5310) Level 4	No	No	n/a
Engage learners in the learning and development process (F/502/9551) Level 3 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.

Engage with employers to develop and support learning provision (Y/502/9555) Level 3 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Engage with employers to facilitate workforce development (D/502/9556) Level 4 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Equality and diversity (Y/503/5789) Level 4	No	No	n/a
ESOL and the learners (F/505/0786) Level 5	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
ESOL teaching and learning (M/505/0783) Level 5 (*Level 5 Diploma in Teaching English: ESOL unit)*	Yes	Yes	Trainee teachers must complete a minimum of 50 hours of practice to achieve the **Level 5 Diploma in Teaching English: ESOL**. The minimum number of hours of practice 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. Practice must be undertaken within at least two of the three levels of the ESOL curriculum Entry Level and one other level. 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.
ESOL theories and frameworks (A/505/0785) Level 5 (*Level 5 Diploma in*	No	No	n/a
Evaluating learning programmes (K/505/1091) Level 4	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Facilitate learning and development for individuals (J/502/9549) Level 3	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Facilitate learning and development in groups (F/502/9548) Level 3	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Identify individual learning and development needs (K/502/9544) Level 3 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Identify the learning needs of organisations (H/502/9543) Level 4 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.

Inclusive practice (L/503/5384) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Inclusive teaching and learning for disabled learners (R/505/0758) Level 5 (*Level 5 Diploma in Teaching Disabled Learners unit)*	Yes	Yes	Trainee teachers must complete a minimum of 50 hours of practice to achieve the **Level 5 Diploma in Teaching Disabled Learners**. The minimum number of hours of practice 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 earning and teaching environments with disabled learners, and should involve working with groups of learners. 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 with disabled learners. There is no transfer of practice hours or observed and assessed practice hours from a previously achieved education and training qualification.

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Internally assure the quality of assessment (A/601/5321) Level 4 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Literacy and ESOL and the learners (L/505/0791) Level 5	No	No	n/a –

Literacy and ESOL teaching and learning (L/505/0788) Level 5 (Level 5 Diploma in Teaching English: Literacy and ESOL unit)	Yes	Yes	Trainee teachers must complete a minimum of 70 hours of practice to achieve the *Level 5* **Diploma in Teaching English: Literacy and ESOL**. The minimum number of hours of practice 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 a literacy/ESOL 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. To be eligible for the award of credit for this unit, trainee teachers must have evidence of a minimum of six assessed observations of practice at the required standard, totalling a minimum of six hours. All of these observations must be in teaching and learning environments and in a literacy/ESOL context. Assessed observations should include at least one literacy and one ESOL observation at Entry Level. There is no transfer of practice hours, or observed and assessed practice hours, from a previously achieved education and training qualification.

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Literacy and ESOL theories and frameworks (J/505/0790) Level 5	No	No	n/a
Literacy and the learners (L/505/0774) Level 5	No	No	n/a
Literacy, ESOL and the learners (Y/505/0776) Level 5 (Level 5 Diploma in Teaching English: ESOL and Level 5 Diploma in Teaching English: Literacy unit)	No	No	n/a –

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Literacy teaching and learning (A/505/0771) Level 5 (*Level 5 Diploma in Teaching English: Literacy unit)*	Yes	Yes	Trainee teachers must complete a minimum of 50 hours of practice to achieve the **Level 5 Diploma in Teaching English: Literacy**. The minimum number of hours of practice 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 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. 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.
Literacy theories and frameworks (J/505/0773) Level 5	No	No	n/a
Manage learning and development in groups (A/502/9550) Level 4	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Numeracy and the learners (K/505/0765) Level 5 (*Level 5 Diploma in teaching Mathematics: Numeracy unit)*	No	No	n/a
Numeracy knowledge and understanding (H/505/0764) Level 5	No	No	n/a
Numeracy teaching and learning (M/505/0766) Level 5 (*Level 5 Diploma in teaching Mathematics: Numeracy unit)*	Yes	Yes	Trainee teachers must complete a minimum of 50 hours of practice to achieve the **Level 5 Diploma in Teaching Mathematics: Numeracy**. There is a requirement for a minimum of 50 hours of practice for this unit. Practice must be in teaching and learning environments with a numeracy context, and should involve working with groups of learners. Practice must be undertaken within at least two of the three levels of the numeracy curriculum - Entry Level and one other level. 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.

Preparing for the coaching role (J/505/0188) Level 4	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Preparing for the mentoring role (L/505/0189) Level 4	No	No	n/a
Preparing for the personal tutoring role (T/505/1093) Level 4	No	No	n/a
Principles and practice of lipreading teaching (L/504/0231) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Reading skills for literacy and language teaching (R/503/4852) Level 3 (*Award in English for Literacy and Language Teaching unit)*	No	No	n/a

Speaking and listening skills for literacy and language teaching (D/503/4854) Level 3 (*Award in English for Literacy and Language Teaching unit)*	No	No	n/a
Specialist delivery techniques and activities (R/504/0229) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Teaching in a specialist area (J/505/1096) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Understanding and managing behaviours in a learning environment (Y/505/1099) Level 4	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Understanding and managing behaviours in a learning environment (L/505/1102) Level 5	Yes	Yes	The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit.
Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052) Level 3	Yes	Yes	For this optional unit for the *Level 3 Award in Education and Training* there is a requirement to undertake microteaching for assessment purposes. A trainee teacher must be involved in at least one hour of microteaching and must deliver at least one 15-minute microteaching session that is observed and assessed. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.
Understanding assessment in education and training (R/505/0050) Level 3	No	No	n/a

Understanding the principles and practices of assessment (D/601/5313) Level 3	No	No	n/a

Unit	Practice requirement	Observation and assessment of practice	Notes on requirements
Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322) Level 4 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) Level 4 *(Learning and Development unit)*	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. The number of practice hours required and the number of hours to be observed and assessed are not specified for this unit. Information about the assessment and quality assurance strategy for this learning and development unit is included in each qualification specification.
Understanding theories and frameworks for teaching disabled learners (Y/505/0759) Level 5	No	No	n/a

Using mathematics: academic subjects (T/503/4861) Level 3	No	No	n/a

Annex 5: Rules of combination

1 Rules of combination for the Diploma in Education and Training

To be awarded the **Level 5 Diploma in Education and Training, the learner must achieve 120 credits**:

- credits from Group A
- credits from Group B

A minimum of 61 credits must be at Level 5.

Level 5 Diploma in Education and Training	
Total credit value of qualification: 120 credits	
Minimum 360 GLH (indicative value)	
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 *Seventy-five (75) credits must be achieved from this group*			
Developing teaching, learning and assessment in education and training (R/505/0923) (Note that achievement of the unit **Theories, principles and models in education** is a pre-requisite for this unit)	5	20	65
Teaching, learning and assessment in education and training (H/505/0912)	4	20	65
Theories, principles and models in education and training (A/505/0818) (Achievement of this unit is a pre-requisite for the unit **Developing teaching, learning and assessment in education and training.)**	5	20	60

Wider professional practice in education and training (J/505/0837)	5	15	50
Group B Optional Units *Forty-five 45) credits must be achieved from this group*			
Action learning to support development of subject specific pedagogy (M/503/5376)	5	15	50
Action research (T/503/53780)	5	15	50
Delivering employability skills (M/505/1089)	4	6	20
Develop and prepare resources for learning and development (A/502/9547)	4	6	25
Develop learning and development programmes (M502/9545)	4	6	30
Developing Subject Pedagogy and understanding – GCSE English language	5	12	30
Developing Subject Pedagogy and understanding – GCSE maths	5	12	30
Developing, using and organising resources within a specialist area (H/505/1090)	5	15	50
Effective partnership working in the learning and teaching context (Y/503/5310)	4	15	50
Engage with employers to facilitate workforce development (D/502/9556)	4	6	30

Equality and diversity (Y503/5789)	4	6	25
Identify the learning needs of organisations (H/502/9543)	4	6	30
Inclusive practice (L/503/5384)	4	15	50
Internally assure the quality of assessment (A/601/5321) (Learning and Development unit)	4	6	45
Manage learning and development in groups (A/502/9550)	4	6	30
Preparing for the coaching role (J/505/0188)	4	3	15
Preparing for the mentoring role (L/505/0189)	4	3	15
Preparing for the personal tutoring role (T/505/1093)	4	3	15
Principles and practice of lipreading teaching ((L/504/0231)	4	12	48
Specialist delivery techniques and activities (R/504/0229)	4	9	30
Teaching in a specialist area (J/505/1096)	4	15	50
Understanding and managing behaviours in a learning environment (Y505/1099)	4	6	20

Understanding and managing behaviours in a learning environment (L/505/1102)	5	6	20
Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322)	4	6	45
Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)	4	6	45
Knowledge units from the Level 5 specialist standalone diplomas			
Action learning for teaching in a specialist area of disability (J/505/0756)	5	15	40
ESOL and the learners (F/505/0786)	5	15	40
ESOL theories and frameworks (A/50/0785)	5	15	40
Literacy and ESOL and the learners (L/505/0791)	5	20	60
Literacy and ESOL theories and frameworks (J/505/0790)	5	20	60
Literacy and the learners (L/505/0774)	5	15	40
Literacy, ESOL and the learners(J/505/0776)	5	15	40
Literacy theories and frameworks (J/505/0773)	5	15	40

Numeracy and the learners (K/505/0765)	5	15	40
Numeracy knowledge and understanding (J/505/0764)	5	15	40
Understanding theories and frameworks for teaching disabled learners (Y/505/0759)	5	15	40

Awarding organisations should use the rules of combination to develop their own qualification. There is no requirement for them to offer all the optional units in the rules of combination, but they must offer sufficient to enable a learner to complete the qualification.

2. Rules of combination for the Diploma in Education and Training specialist pathway

To be awarded one of the single **Level 5 specialist pathway qualifications in English: ESOL. English: Literacy, Mathematics: Numeracy or teaching Disabled Learners**, the learner must achieve 120 credit.

- 75 credits from Group A
- 45 credits from the relevant subject specialist group of units – C, D, E or F

To be awarded the combined specialist pathway qualification in English: Literacy and ESOL, the learner must achieve a total of 135 credits

- 75 credits from Group A
- 65 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 (indicative value) 420 GLH for the combined specialist pathway (indicative value)	
Credit value at Level 5	Minimum 100 credits for a single Minimum 115 for the combined
Credit value of mandatory units	75 credits
Credit value of optional units	45 credits for a single 60 credits for the combined

Unit title	Level	Credit Value	GLH
Group A Mandatory Units *Seventy-five (75) credits must be achieved from this group*			
Developing teaching, learning and assessment in education and training (R/505/0923)	5	20	65
Teaching, learning and assessment in education and training (H/505/0912)	4	20	65
Theories, principles and models in education and training (A/505/0818)	5	20	60
Wider professional practice in education and training (J/505/0837)	5	15	50
Group C Units for the specialist pathway for teaching English: Literacy *Forty-five (45) credits must be achieved from this group, of which* • *Thirty (30) credits must be from subgroup C1 and*			
Subgroup C1			
Literacy teaching and learning (A/505/07714)	5	15	40

Literacy theories and frameworks (J/505/0773)	5	15	40
Subgroup C2			
Literacy and the learners (L/505/0774)	5	15	40
Literacy, ESOL and the learners (Y/505/0776)	5	15	40
Group D Units for the specialist pathway for teaching English: ESOL *Forty-five (45) credits must be achieved from this group, of which* • *Thirty (30) credits must be from subgroup D1 and*			
Subgroup D1			
ESOL teaching and learning (M/505/0783)	5	15	40
ESOL theories and frameworks (A/50/0785	5	15	40
Subgroup D2			
ESOL and the learners (F/505/0786)	5	15	40
Literacy, ESOL and the learners (Y/505/0776)	5	15	40
Group E Units for the specialist pathway for teaching Mathematics: Numeracy Forty-five (45) credits must be achieved from this group			
Numeracy and the learners (K/505/0765)	5	15	40

Numeracy knowledge and understanding (H/505/0764)	5	15	40
Numeracy teaching and learning (M/505/0766)	5	15	40
Group F Units for the specialist pathway for teaching Disabled Learners			
Action learning for teaching in a specialist area of disability (J/505/0756)	5	15	40
Inclusive teaching and learning for disabled learners (R/505/0756)	5	15	40
Understanding theories and frameworks for teaching disabled learners (Y/505/0759)	5	15	40
Group G Units for the combined specialist pathway for teaching English: Literacy and ESOL			
Literacy and ESOL and the learners(L/505/0791))	5	20	60
Literacy and ESOL teaching and learning (L/505/0788)	5	20	60
Literacy and ESOL theories and frameworks (J/505/0790)	5	20	60

Literacy and ESOL and the learners(L/505/0776)	5	20	60

Awarding organisations should use the rules of combination to develop their own qualifications. There is no requirement for them to offer all the optional units in the rules of combination, but they must offer sufficient to enable a learner to complete the qualification.

3. Rules of combination for the Certificate in Education and Training

To be awarded the **Level 4 Certificate in Education and Training, the learner must achieve 36 credits**:

- 21 credits from Group A
- 15 credits from Group B

A minimum of 21 credits must be at Level 4 or above

Level 4 Certificate in Education and Training	
Total credit value of qualification: 36 credits	
Minimum 140 GLH (indicative value)	
Credit value at Level 4 or above	Minimum 21 credits
Credit value of mandatory units	21 credits
Credit value of optional units	15 credits

Unit title	Level	Credit value	GLH
Group A *Twenty one (21) credits must be achieved from this group*			
Understanding roles, responsibilities and relationships in education and training (H/505/0053)	3	3	12
Planning to meet the needs of learners in education and training (A/505/1189)	4	3	15
Delivering education and training (M/505/0122)	4	6	24
Assessing learners in education and training (F/505/0125)	4	6	24

Using resources for education and training (L/505/0127)	4	3	15
Group B *Fifteen (15) credits must be achieved from this group*			
Action learning to support development of subject specific pedagogy (M/503/5376)	5	15	50
Action research (T/503/53780)	5	15	50
Assess occupational competence in the work environment (H/601/5314)	3	6	30
Assess vocational skills, knowledge and understanding (F/601/5319)	3	6	30
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (F/505/0187)	3	6	30
Delivering employability skills (M/505/1089)	4	6	20
Develop and prepare resources for learning and development (A/502/9547)	4	6	25
Develop learning and development programmes (M502/9545)	4	6	30
Developing, using and organising resources within a specialist area (H/505/1090)	5	15	50
Effective partnership working in the learning and teaching context (Y/503/5310)	4	15	50

Engage learners in the learning and development process (F/502/9551)	3	6	30
Engage with employers to develop and support learning provision (Y/502/9555)	3	6	25
Engage with employers to facilitate workforce development (D/502/9556)	4	6	30
Equality and diversity (Y503/5789)	4	6	25
Evaluating learning programmes (K/505/1091~	4	3	15
Identify individual learning and development needs (K/502/9544)	3	3	24
Identify the learning needs of organisations (H/502/9543)	4	6	30
Inclusive practice (L/503/5384)	4	15	50
Internally assure the quality of assessment (A/601/5321) *(Learning and Development unit)*	4	6	45
Manage learning and development in groups (A/502/9550)	4	6	30
Preparing for the coaching role (J/505/0188)	4	3	15
Preparing for the mentoring role (L/505/0189)	4	3	15

Preparing for the personal tutoring role (T/505/1093)	4	3	15
Principles and practice of lipreading teaching ((L/504/0231)	4	12	48
Specialist delivery techniques and activities (R/504/0229)	4	9	30
Teaching in a specialist area (J/505/1096)	4	15	50
Understanding and managing behaviours in a learning environment (Y505/1099)	4	6	20
Understanding and managing behaviours in a learning environment (L/505/1102)	5	6	20
Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322)	4	6	45
Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)	4	6	45
Working with the 14-19 age range in the learning environment (D/505/1105)	4	9	30
Units from the *Award in English for Literacy and Language Teaching*			
Analysing English language for literacy and language teaching (J503/4850)	3	3	15
Reading skills for literacy and language teaching (R/503/4852)	3	3	15

Speaking and listening skills for literacy and language teaching (D/503/4854)	3	3	15
Writing skills for literacy and language teaching (K/503/4856)	3	3	15
Units from the *Award in Mathematics for Numeracy Teaching*			
Using mathematics: academic subjects (T/503/4859)	3	6	30
Using mathematics: personal and public life (A/503/4859)	3	6	30
Using mathematics: professional and vocational contexts (F/503/4863)	3	6	30

Awarding organisations should use the rules of combination to develop their own qualification. There is no requirement for them to offer all the optional units in the rules of combination, but they must offer sufficient to enable a learner to complete the qualification.

4. Rules of combination for the Award in Education and Training

To be awarded the **Level 3 Award in Education and Training**, the learner must achieve 12 credits:

- 3 credits from Group A
- 6 credits from Group B
- 3 credits from Group C.

Level 3 Award in Education and Training	
Total credit value of qualification: 12 credits	
Minimum 48 GLH (indicative value)	
Credit value at Level 3	12 credits
Credit value of mandatory units	3 credits
Credit value of optional units	9 credits

Unit title	Level	Credit value	GLH
Group A *Three (3) credits must be achieved from this group*			
Understanding roles, responsibilities and relationships in education and training (H/505/0053)	3	3	12
Group B *Six (6) credits must be achieved from this group*			
Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052)	3	6	24
Facilitate learning and development for individuals (J/502/9549) *(Learning and Development unit)*	3	6	25
Facilitate learning and development in groups (F/502/9548) *(Learning and Development unit)*	3	6	25
Group C *Three (3) credits must be achieved from this group*			
Understanding assessment in education and training (R/505/0050)	3	3	12
Understanding the principles and practices of assessment (D/601/5313) *(Learning and Development unit)*	3	3	24

Annex 6: Transfer of practice

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**.

Annex 7: 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 understand that, since 2007, they have been able to undertake one of the above standalone specialist qualifications before a generic teaching qualification, alongside it (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 8: Assessment and quality assurance strategy for L & D units

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.

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

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.