



Qualification Guidance

For awarding organisations

Assessed observations of practice within the Education and Training suite of qualifications

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Glossary

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

Acronym / Term	Definition
AC	Assessment criterion
ITE	Initial Teacher Education
LSIS	Learning and Skills Improvement Service
QCF	Qualifications and Credit Framework

Section 1 Introduction

1.1 Purpose of this document

This document provides information to assist awarding organisations in the development of guidance to enable providers to make a judgement about whether a trainee teacher has met the required standard in the assessed observations of practice undertaken as part of the assessment requirements for one of the following qualifications:

Level 4 Certificate in Education and Training (QCF)

Level 5 Diploma in Education and Training (QCF)

Level 5 Diploma in Education and Training including a specialist pathway

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

Level 5 integrated diplomas

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

Level 5 standalone specialist diplomas

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

1.2 How to use this document

The document is arranged as follows:

- **Section 1** provides the background to the development of this guidance.
- **Section 2** identifies assessment criteria within the units of assessment included in the above qualifications to which assessed observations of practice are linked.
- **Section 3** identifies the grading characteristics for assessed observations of practice taken from Ofsted's handbook for the inspection of further education and skills. It also provides general guidance on the standard of practice required of trainee teachers during assessed observations of practice.

1.3 Background

LSIS undertook a review of qualifications for teachers and trainers in the further education in 2012. In spring 2013, following this review, LSIS developed the qualification guidance for the suite of qualifications identified in section 1.1 above. This guidance is available on the LSIS Excellence Gateway¹.

During the development of the guidance, it emerged that there was a lack of clarity about the standard of practice to be achieved by a trainee teacher in assessed observations of practice. Awarding organisations indicated that it would be useful to have some common guidance to inform the development of their own guidance for their centres on the standard of practice required of trainee teachers. This, LSIS agreed to develop.

¹ <http://www.excellencegateway.org.uk/node/64>

Section 2 Links between unit assessment criteria and assessed observations of practice

2.1 Units that require assessed observations of practice

Assessed observations of practice are a vital component of the Education and Training suite of qualifications. All Level 4 and Level 5 qualifications in the suite of Education and Training qualifications includes at least one mandatory unit of assessment for which, to be awarded credit, a trainee teacher must achieve at least one assessed observation of practice at the required standard. This requirement is indicated in the additional assessment requirements section of the QCF unit template. The units where this applies are listed below.

Qualification	Unit(s) of assessment
Level 4 Certificate in Education and Training (QCF)	<ul style="list-style-type: none"> Assessing learners in education and training Delivering education and training Using resources for education and training
Level 5 Diploma in Education and Training (QCF)	<ul style="list-style-type: none"> Teaching, learning and assessment in education and training Developing teaching, learning and assessment in education and training
Level 5 Diploma in Education and Training including a specialist pathway <ul style="list-style-type: none"> <i>Level 5 Diploma in Education and Training (including teaching English: Literacy) (QCF)</i> <i>Level 5 Diploma in Education and Training (including teaching English: ESOL) (QCF)</i> <i>Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL) (QCF)</i> <i>Level 5 Diploma in Education and Training (including teaching Mathematics: Numeracy) (QCF)</i> <i>Level 5 Diploma in Education and Training (including teaching Disabled Learners) (QCF)</i> 	<ul style="list-style-type: none"> Teaching, learning and assessment in education and training Developing teaching, learning and assessment in education and training

Qualification	Unit(s) of assessment
<p>Level 5 integrated diplomas</p> <ul style="list-style-type: none"> • <i>Level 5 Diploma in Education and Training (English: Literacy) (QCF)</i> • <i>Level 5 Diploma in Education and Training (English: ESOL) (QCF)</i> • <i>Level 5 Diploma in Education and Training (English: Literacy and ESOL) (QCF)</i> • <i>Level 5 Diploma in Education and Training (Mathematics: Numeracy) (QCF)</i> • <i>Level 5 Diploma in Education and Training (Disabled Learners) (QCF)</i> 	<ul style="list-style-type: none"> • Teaching, learning and assessment in education and training (in the specialist area) • Developing teaching, learning and assessment in education and training (in the specialist area)
<p>Level 5 standalone specialist diplomas</p> <ul style="list-style-type: none"> • <i>Level 5 Diploma in Teaching English: Literacy (QCF)</i> • <i>Level 5 Diploma in Teaching English: ESOL (QCF)</i> • <i>Level 5 Diploma in Teaching Literacy and ESOL (QCF)</i> • <i>Level 5 Diploma in Teaching Mathematics: Numeracy (QCF)</i> • <i>Level 5 Diploma in Teaching Disabled Learners (QCF)</i> 	<ul style="list-style-type: none"> • Literacy teaching and learning • ESOL teaching and learning • Literacy and ESOL teaching and learning • Numeracy teaching and learning • Inclusive teaching and learning for disabled learners

2.2 Assessment criteria that can be met during assessed observations of practice

The units listed above include some assessment criteria that assess practical teaching skills and therefore require evidence of practice in order for trainee teachers to achieve the units. The assessment criteria that can be met during assessed observations of practice are highlighted in the following tables.

Note: Assessment criteria or elements of assessment that are not highlighted may not necessarily generate evidence of their achievement during observations of practice and supplementary evidence may be required. Awarding organisations should recognise this when developing guidance for their centres relating to assessed observations of practice.

Units of assessment for the Level 4 Certificate of Education and Training

Unit: Assessing learners in education and training

AC 1.3 Use types and methods of assessment to meet the individual needs of learners

AC 1.4 Use peer and self assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning

AC 1.5 Use questioning and feedback to contribute to the assessment process

AC 2.1 Identify the internal and external assessment requirements and related procedures of learning programmees

AC 2.2 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current

AC 2.3 Conduct assessments in line with internal and external requirements

AC 2.4 Record the outcomes of assessment to meet internal and external requirements

AC 2.5 Communicate assessment information to other professionals with an interest in learner achievement

AC 3.2 Apply minimum core elements in assessing learners

Unit: Delivering education and training

AC 1.2 Create an inclusive teaching and learning environment

AC 1.3 Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements

AC 2.2 Use communication methods and media to meet individual learner needs

AC 2.3 Communicate with other learning professionals to meet individual learner needs and encourage progression

AC 3.2 Use technologies to enhance teaching and meet individual learner needs

AC 4.2 Apply minimum core elements in delivering inclusive teaching and learning

Unit: Planning to meet the needs of learners in education and training

AC 1.1 Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals

AC 1.2 Record learners' individual learning goals

AC 2.1 Devise a scheme of work in accordance with internal and external requirements

AC 2.2 Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements

AC3.2 Apply minimum core elements in planning inclusive teaching and learning

Note: Although no assessed observations are required for this unit, evidence for the assessment criteria highlighted above may be generated during assessed observations.

Unit: Using resources for education and training

AC 1.2 Use resources to promote equality, value diversity and meet the individual needs of learners

AC 1.3 Adapt resources to meet the individual needs of learners

AC 2.2 Apply minimum core elements when using resources for inclusive teaching and learning

Units of assessment for the Level 5 Diplomas

Unit: Teaching, learning and assessment in education and training

AC 2.3 Use methods of initial and diagnostic assessment to agree individual learning goals with learners

AC 2.4 Record learners' individual learning goals

AC 3.1 Devise a scheme of work in accordance with internal and external requirements

AC 3.2 Design teaching and learning plans which respond to:

- the individual goals and needs of all learners; and
- curriculum requirements

AC 4.3 Establish and sustain a safe, inclusive learning environment

AC 5.4 Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners

AC 5.5 Demonstrate ways to promote equality and value diversity in own teaching

AC 5.6 Adapt teaching and learning approaches and resources, including technologies, to meet the needs of learners

AC 5.7 Communicate with learners and learning professionals to meet individual learning needs

AC 6.3 Use types and methods of assessment, including peer and self-assessment, to:

- involve learners in assessment
- meet the individual needs of learners
- enable learners to produce assessment evidence that is reliable, sufficient, authentic and current; and
- meet internal and external assessment requirements

AC 7.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning

Note: these assessment criteria are worded slightly differently in the integrated qualifications because they are contextualised to the specialist area.

Unit: Developing teaching, learning and assessment in education and training

AC 2.1 Use methods of initial and diagnostic assessment to agree learners' individual goals and learning preferences

AC 2.2 Devise a scheme of work taking account of:

- the needs of learners;
- the delivery model; and
- internal and external requirements

AC 2.3 Design teaching and learning plans which respond to:

- the individual goals, needs and learning preferences of all learners; and
- curriculum requirements

AC 3.2 Establish and sustain a safe, inclusive learning environment

AC 4.1 Design resources that:

- actively promote equality and diversity; and
- meet the identified needs of specific learners

AC 4.2 Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners

AC 4.3 Demonstrate ways to promote equality and value diversity in own teaching

AC 4.4 Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression

AC 5.1 Design assessment that meet the individual needs of learners

AC 5.2 Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements

AC 5.4 Communicate assessment information to other professionals with an interest in learner achievement

AC 6.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning

Note: these assessment criteria are worded slightly differently in the integrated qualifications because they are contextualised to the specialist area.

Unit: Literacy teaching and learning

AC 2.1 Plan literacy and language teaching and learning to meet the needs of individual literacy learners using

- own specialist knowledge of language systems;
- the results of specialist initial and diagnostic assessments; and
- specialist curricula

AC 2.2 Select literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners

AC 3.1 Use literacy and language approaches, methods, activities and resources to meet the individual needs of literacy learners

AC 3.2 Use specialist literacy and language approaches, methods, activities and resources to develop literacy learners in their:

- awareness of how language works;
- basic literacy skills;
- speaking and listening skills;
- reading skills; and
- writing skills

AC 4.1 Carry out specialist initial and diagnostic assessment to identify learners' existing language and literacy skills

AC 4.2 Use specialist approaches and tools to conduct literacy and language assessments of, learning to meet the needs of individual learners

AC 4.3 Involve literacy learners in target setting and the processes of assessment

Unit: ESOL teaching and learning

AC 1.1 Plan literacy and language teaching and learning to meet the needs of individual ESOL learners using:

- own specialist knowledge of language systems;
- the results of specialist initial and diagnostic assessments; and
- specialist curricula

AC 1.2 Select literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners

AC 2.1 Adapt and use literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners

AC 2.2 Use specialist literacy and language approaches, methods, activities and resources to develop ESOL learners in their:

- awareness of how language works;
- basic literacy;
- speaking and listening skills;
- reading skills; and
- writing skills

AC 3.2 Select and use specialist approaches and tools to conduct fair and equitable literacy and language assessments of learning

AC 3.3 Involve ESOL learners in the processes of assessment

Unit: Literacy and ESOL teaching and learning

AC 2.1 Plan literacy and ESOL teaching and learning to meet the needs of individual learners using:

- own specialist knowledge of language systems;;
- the results of specialist initial and diagnostic assessments; and
- specialist curricula

AC 2.2 Select literacy and language approaches, methods, activities and resources to meet the individual needs of learners

AC 3.1 Adapt and use literacy and language approaches, methods, activities and resources to meet the individual needs of learners

AC 3.2 Use specialist literacy and language approaches, methods, activities and resources to develop learners in their:

- awareness of how language works;
- basic literacy skills;
- speaking and listening skills;
- reading skills; and
- writing skills

AC 4.1 Carry out initial and diagnostic assessment to identify learners' existing literacy, ESOL and language skills

AC 4.2 Use specialist approaches and tools to conduct literacy and language assessments for and of learning fairly and equitably

AC 4.3 Involve literacy and ESOL learners in the processes of assessment

AC 5.1 Use meta-language to meet the needs of learners

AC 5.2 Use strategies to check learners understanding of language and concepts

AC 5.3 Use bilingual approaches and materials to meet the needs of ESOL learners

AC 5.4 Provide clear instructions to learners for literacy and language activities and assessments

Unit: Numeracy teaching and learning

AC 1.1 Plan numeracy teaching and learning to meet the needs of numeracy learners and curriculum requirements using:

- own specialist numeracy knowledge; and
- the results of numeracy initial and diagnostic assessment

AC 1.2 Select numeracy teaching approaches and resources to meet the individual needs of numeracy learners

AC 2.1 Carry out initial and diagnostic assessment to identify learners' existing mathematical and numeracy skills, knowledge, understanding and aspirations

AC 2.2 Involve learners in the processes of assessment and target setting

AC 2.3 Use numeracy assessment tools to measure the development of learners' numeracy skills

AC 4.2 Use communication strategies to enable learners to develop numeracy language and vocabulary

AC 4.3 Use collaborative learning techniques to improve numeracy learning and problem solving

AC 4.4 Use communication strategies to develop the literacy and language skills needed to by learners to develop their numeracy and problem solving skills

Unit: Inclusive teaching and learning for disabled learners

AC 2.1 Plan personalised programmes of learning to meet the individual learning and support needs of disabled learners

AC 2.2 Plan for learning opportunities in real life contexts

AC 3.1 Apply approaches, methods, activities and resources to meet the individual learning and support needs of disabled learners

AC 3.2 Adapt own communication to meet the individual learning needs and skills of learners

AC 3.3 Apply differentiated assessment approaches that involve learners

AC 3.4 Provide feedback to learners that is motivating and meaningful for further learning

Section 3 General guidance on assessed observations of practice

3.1 Ofsted criteria and grading characteristics that can be used for assessed observations of practice

The [Initial Teacher Education \(ITE\) inspection handbook \(Ofsted, 2012\)](#) states that, for outcomes for trainee teachers to be judged as at a good level, their teaching should be predominantly good, with examples of outstanding teaching. When making judgements about trainee teachers' practice, inspectors often use as a point of reference, the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the [Handbook for the inspection of further education and skills \(Ofsted, 2012\)](#). The criteria identify key elements of teaching, learning and assessment against which inspectors make judgements. The grading characteristics identify key features of practice at different standards in relation to the criteria. LSIS recommends that awarding organisations draw on these criteria and grading characteristics (which are listed below) when developing their own guidance for providers on the standard of practice required of trainees in assessed observations of practice.

Criteria

In judging the quality of teaching, learning and assessment, inspectors evaluate the extent to which:

- learners benefit from high expectations, engagement, care, support and motivation from staff;
- staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs;
- staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners;
- learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning;
- teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims;
- appropriate and timely information, advice and guidance support learning effectively;
- equality and diversity are promoted through teaching and learning.

Grading characteristics

Outstanding (grade 1)

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.

- All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.

Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.

- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.
- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.
- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.
- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.
- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning and progression

Good (grade 2)

- Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.
- Staff have high expectations of all learners. Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.
- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skilfully

question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Good use of resources, including ICT, and regular coursework contribute well to learners' progress.

- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.
- The teaching of English, mathematics and functional skills is generally good. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities
- Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.
- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.

Requires improvement (grade 3)

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.

There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress.

- Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.
- Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.
- Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.
- Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.
- The teaching of English, mathematics and functional skills is satisfactory overall.

- The promotion of equality and support for diversity in teaching and learning are satisfactory.
- Advice, guidance and support help to motivate learners to succeed in their learning and progress.

Inadequate (grade 4)

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

3.2 Standard of practice required of trainee teachers in assessed observations

Assessed observations of practice should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. Trainee teachers will therefore be observed at different stages in their development during the programme. LSIS recognises that in the early stages of their development, some trainee teachers may not yet demonstrate the characteristics of good practice (grade 2) identified in section 3.

As indicated in section 3.1, The [Initial Teacher Education inspection \(ITE\) handbook \(Ofsted, 2012\)](#) states that, for outcomes for trainee teachers to be judged as at a good level (grade 2), much of their teaching should be good, with examples of outstanding teaching. LSIS therefore recommends that all trainee teachers should be required to achieve a good standard of teaching by the end of their programme.

LSIS recommends that any assessed observations of practice demonstrating the characteristics of inadequate practice (grade 4) identified in section 3.1 should not be included in the total number of assessed observations of practice required for any individual qualification. However, providers should record these observations and provide detailed developmental feedback to trainee teachers.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in section 3.1 be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor trainee teachers' progress towards meeting developmental points and achieving a good standard of practice (grade 2) by the end of their programme.

LSIS requirements and recommendations for each qualification relate to observed and assessed practice in the mandatory units only. These are detailed below.

Level 4 Certificate in Education and Training (QCF)

The assessed observations of practice requirements are a minimum of three observations, totalling a minimum of three hours. Any single observation must be a minimum of half an hour.

LSIS recommends that at least one hour of observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics.

Level 5 Diploma in Education and Training (QCF)

The assessed observations of practice requirements are a minimum of eight observations, totalling a minimum of eight hours. Any single observation must be a minimum of half an hour.

LSIS recommends that at least four hours of observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics.

Level 5 Diploma in Education and Training including a specialist pathway

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

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

The assessed observations of practice requirements are a minimum of eight observations, totalling a minimum of eight hours, with at least four of the observations in the specialist context. Any single observation must be a minimum of half an hour.

LSIS recommends that at least four hours of the observed and assessed practice should demonstrate grade 2 characteristics, two hours of which should be in the specialist context.

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

The assessed observations of practice requirements are a minimum of ten observations, totalling a minimum of ten hours, all of which must be in the specialist context. Any single observation must be at least half an hour.

LSIS recommends that at least five hours of the observed and assessed practice should demonstrate grade 2 characteristics, with at least two hours in each specialism.

Level 5 integrated diplomas

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

The assessed observation of practice requirements are a minimum of eight observations, totalling a minimum of eight hours, all of which should be in the specialist context. Any single observation must be at least half an hour.

LSIS recommends that at least four hours of observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics.

- *Level 5 Diploma in Education and Training (English: Literacy and ESOL)*

The assessed observation of practice requirements are a minimum of ten observations totalling a minimum of ten hours, all of which must be in a literacy or ESOL context. Any single observation must be at least half an hour.

LSIS recommends that at least five hours of the observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics, with at least two hours in each specialism.

Level 5 standalone specialist diplomas

- *Level 5 Diploma in Teaching English: Literacy (QCF)*
- *Level 5 Diploma in Teaching Mathematics: Numeracy (QCF)*
- *Level 5 Diploma in Teaching English: ESOL (QCF)*
- *Level 5 Diploma in Teaching Disabled Learners (QCF)*

The assessed observations of practice requirements are a minimum of four observations totalling a minimum of four hours, all of which must be in the specialist context. Any single observation must be a minimum of half an hour.

LSIS recommends that at least two hours of observed and assessed practice demonstrates grade 2 characteristics.

- *Level 5 Diploma in Teaching Literacy and ESOL (QCF)*

The assessed observations of practice requirements are a minimum of six observations, totalling a minimum of six hours. All six observations must be in a literacy and ESOL teaching context, with a minimum of two hours of observation in a literacy context and a minimum of two in an ESOL context. Any single observation must be a minimum of half an hour

LSIS recommends that at least three hours of observed and assessed practice should demonstrate grade 2 characteristics, with at least one hour in each specialism.

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