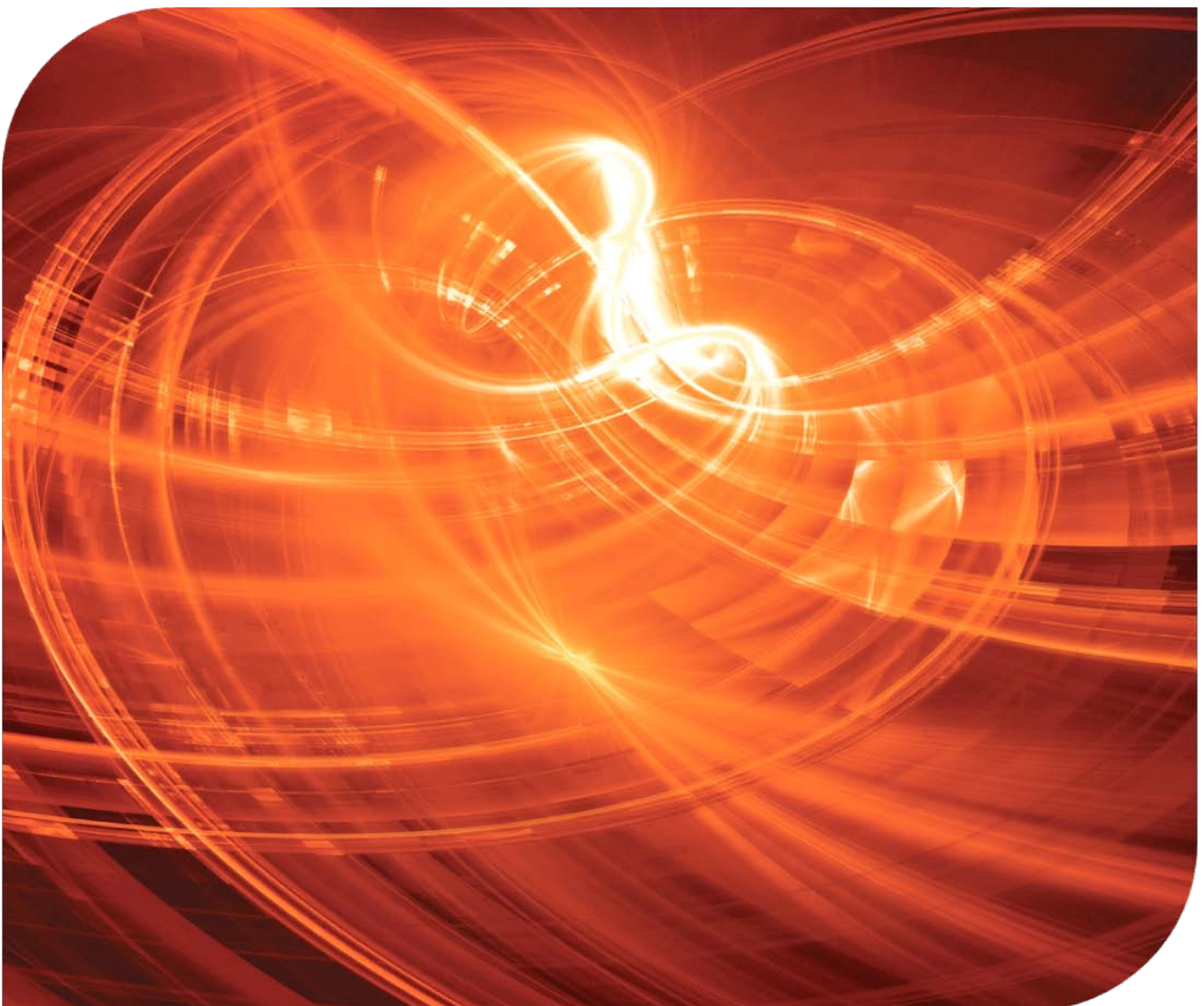


Teaching and Training Qualifications for the Further Education and Skills Sector in England (2013)

Guidance for employers and practitioners

Updated July 2013



Contents

Glossary	2
Section 1 Introduction	
1.1 Purpose of this document.....	3
1.2 How to use this document.....	3
Section 2 Qualifications and regulations	
2.1 Brief history of previous qualifications and regulations	4
2.2 Why the 2011 qualifications and 2007 regulations have changed	4
2.3 Implications of the changes to the workforce regulations.....	5
2.4 The professional standards.....	5
2.5 Considerations for employers and individuals	5
Section 3 The 2013 qualifications	
3.1 The qualifications.....	7
3.2 Role of awarding organisations and higher education institutions.....	7
3.3 Routes through the qualifications and recognition of prior learning	7
3.4 Choosing between the qualifications.....	8
Section 4 Next steps	
4.1 Choosing a provider	15
4.2 Finding a course	17
4.3 Funding.....	17
Annex 1 Overview of the Education and Training qualifications	18
Annex 2 Pen portraits.....	20

Glossary

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

Acronym / Term	Definition
BIS	Department for Business, Innovation and Skills
CPD	Continuing professional development
Credit	One credit equates to ten notional hours of learning (QCF)
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
ESOL	English for speakers of other languages
FHEQ	Framework for Higher Education Qualifications
HR	Human resource
IfL	Institute for Learning
In-service	Employed in a teaching role
ITE	Initial teacher education
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	A training technique where group members prepare and deliver a short session and evaluate their practice
Pre-service	Before being employed in a teaching role
PTLLS	(Award in) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework

Section 1 Introduction

1.1 Purpose of this document

Welcome to this guidance document, which explains the changes to the qualifications and regulations for teachers¹ in the further education and skills sector² in England and the implications of these changes. The guidance has been developed for:

- employers of teachers and trainers (including further education colleges, independent training providers, local authorities, the third sector, armed services, uniformed services, young offender institutions, the probation service and prison education);
- human resource (HR) managers and line managers;
- staff development managers;
- newly employed teachers and existing teachers;
- course providers;
- union branches and their branch learning representatives;
- people considering teaching as a career.

Individuals who hold existing teaching qualifications or who are partway through their study do not need to undertake the new qualifications or to change courses.

1.2 How to use this document

The document is arranged as follows:

- **Section 1** provides an overview of what the document covers.
- **Section 2** gives a brief history of previous qualifications and regulations, and explains the reasons for, and the implications of, the changes.
- **Section 3** explains the new generic and specialist teaching qualifications.
- **Section 4** provides guidance on how to decide which of the new qualifications to take.

¹ Throughout the document, the term ‘teacher’ describes anyone in a teaching role and includes trainer, tutor, lecturer and instructor.

² The further education and skills sector includes further education colleges, independent training providers, local authorities, the third sector, armed services, uniformed services, young offender institutions, the probation service and prison education.

Section 2 Qualifications and regulations

2.1 Brief history of previous qualifications and regulations

Employers and teachers recognise that qualifications demonstrate their commitment to improving the quality of teaching and learning and to raising achievement. In the 21st century, the Government has supported the professionalism of further education teachers in England.

In **2001**, professional standards were developed and teaching qualifications became a regulatory requirement for teachers in further education colleges.

In **2007**, further reform was introduced for staff in further education colleges, independent training providers and adult and community learning. The professional standards were revised and new teaching qualifications were required by regulation. Introduced at the same time was a requirement to register with a professional body, the Institute for Learning (IfL), and acquire professional status. The qualifications developed at this time for teachers included:

- Awards in *Preparing to Teach in the Lifelong Learning Sector* (PTLLS), Levels 3 and 4
- Certificates in *Teaching in the Lifelong Learning Sector* (CTLTS), Levels 3 and 4
- A *Diploma in Teaching in the Lifelong Learning Sector* (DTLLS), Level 5
- Standalone diplomas in Teaching English: Literacy; English: ESOL; Mathematics: Numeracy, Level 5
- Integrated Diplomas in *Teaching English (Literacy) in the Lifelong Learning Sector*, *Teaching Mathematics (Numeracy) in the Lifelong Learning Sector* and *Teaching English (ESOL) in the Lifelong Learning Sector*, Level 5.

In **2011**, in response to feedback from the sector, Lifelong Learning UK (LLUK) reviewed and updated the qualifications and these were introduced over the following eighteen months.

2.2 Why the 2011 qualifications and 2007 regulations have changed

In **2012**, an independent panel of experts, chaired by Lord Lingfield, looked at the arrangements to regulate and facilitate the professionalism of the further education and skills workforce.

Following the interim report from Lord Lingfield, [*Professionalism in Further Education: Interim Report \(March 2012\)*](#), the Department for Business Innovation and Skills (BIS) launched a consultation on the workforce regulations and, in July 2012, asked LSIS to lead a review of the teaching qualifications, to simplify and rename them, working closely with employers and stakeholders in the sector. More information about the findings of the review can be found in the report [*Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two – Findings Report \(LSIS, 2013\)*](#).

In September 2012, amended workforce regulations were introduced that removed the requirement to join the Institute for Learning and acquire professional status but retained, for a further twelve months, the requirement to work towards the achievement of the existing teaching qualifications. This signalled a move to a new approach that will not be dependent on

government regulation but where the sector is empowered to decide for itself the best way to raise and maintain standards.

2.3 Implications of the changes to the workforce regulations

Until September 2013, anybody in existing employment or newly employed in the sector must abide by the amended workforce regulations relating to existing teaching qualifications. Thereafter, it is anticipated that all the workforce regulations will be revoked and that it will be up to employers to decide what is appropriate for their staff and organisation.

Employers should have internal policies in place to specify the qualifications that they require their teaching staff to hold and to determine what continuing professional development (CPD) is appropriate. Policies should cover the different teaching roles undertaken by their staff including those delivering literacy, numeracy, ESOL and provision to disabled learners.

Individuals who hold existing teaching qualifications or who are part way through their study do not need to undertake the new qualifications or to change course.

2.4 The professional standards

The Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 2006) were outside the scope of the review.

The standards continue to underpin practice and to define what is expected of teachers, whereas the updated qualifications cover the knowledge, skills and practice required of teachers to enable them to meet the professional standards.

2.5 Considerations for employers and individuals

In the absence of government regulation, employers and individuals will have greater flexibility to choose the most appropriate qualifications from the new 2013 suite of qualifications for their staff or themselves.

For an employer, this may be affected by the type of organisation, its provision and types of learners. The roles that different members of staff play in delivery will also affect the qualifications and experience needed.

For an individual, the choice of teaching qualification will be affected by previous experience, qualifications already held, areas of interest, employer expectations, career aspirations and personal circumstances.

Guidance on the choice of appropriate qualifications may come from professional bodies, sector membership bodies and trade unions, including:

- Association of Colleges (AoC)
- Association of Employment and Learning Providers (AELP)
- Association of Teachers and Lecturers (ATL)
- Education and Training Foundation
- Institute for Learning (IfL)

- LSIS FE advice service
- University and College Union (UCU).

Section 3 The 2013 qualifications

3.1 The qualifications

Following their review of teaching qualifications, LSIS developed the following generic and specialist qualifications in the Qualifications and Credit Framework (QCF)³:

- *Level 3 Award in Education and Training* (QCF)
- *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* (QCF)
- Level 5 integrated specialist diplomas
- Level 5 standalone specialist diplomas.

An overview of the new qualifications is provided in Annex 1.

3.2 Role of awarding organisations and higher education institutions

As with previous qualifications, the new 2013 teaching qualifications can be offered by both awarding organisations and higher education institutions.

Awarding organisations will use the QCF qualification titles, the QCF units, rules of combination and the associated guidance issued by LSIS to develop their qualifications and have them regulated by Ofqual.

Higher education institutions are not required to use the QCF titles, units, or associated guidance. However, they are required to develop qualifications that are at least the same size and level as the QCF qualifications, covering the same content and satisfying the same teaching practice requirements. They will have their qualifications validated by their own institutions and must comply with the Framework for Higher Education Qualifications (FHEQ)⁴.

3.3 Routes through the qualifications and recognition of prior learning

The suite of qualifications has been designed so that a trainee teacher can undertake one of the Level 5 diplomas without having previously achieved one of the qualifications at a lower level.

Alternatively, an individual may choose to progress from the *Level 3 Award in Education and Training* to a *Level 4 Certificate in Education and Training* and then to a Level 5 qualification, or to progress from a *Level 3 Award in Education and Training* directly to a Level 5 qualification.

Where individuals have already achieved one of the qualifications and are progressing to a qualification at a higher level, they may be able to carry forward some of their achievement or have prior learning recognised in the new qualification.

³ Further information about the QCF is available on the [Ofqual website](#).

⁴ Further information about the FHEQ is available on the [QAA website](#).

3.4 Choosing between the qualifications

The qualifications differ in terms of size, level, length of time to complete, practice requirements and content. By comparing these key features, employers and individuals can determine the most appropriate qualification for their staff or themselves.

Level 3 Award in Education and Training – 12 credits

12 credits

No minimum teaching practice requirement but a minimum microteaching requirement

This introductory, knowledge-based teaching qualification has no minimum teaching practice requirement. Therefore, it may be undertaken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in microteaching⁵.

To be awarded the *Level 3 Award in Education and Training*, a total of 12 credits must be achieved.

The qualification covers:

- understanding roles, responsibilities and relationships in education and training;
- understanding and using inclusive teaching and learning approaches in education; and
- understanding assessment in education and training.

It is also possible to achieve part of this qualification by undertaking specific units from the Learning and Development suite of qualifications⁶. For these units, there is a requirement to practice.

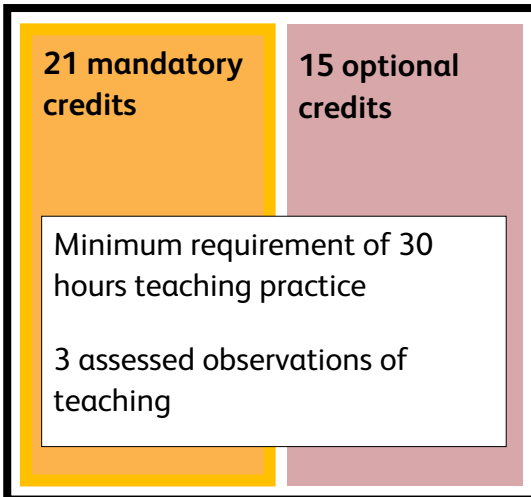
This qualification is suitable for individuals who:

- are not in a teaching role, or who have just started a teaching role;
- want a short qualification;
- have the potential to study at this level, which has the same level of demand as that of study for A-levels;
- want a qualification without a minimum teaching practice requirement;
- may have already achieved some Learning and Development units that can be carried forward into this teaching qualification.

⁵ Microteaching is an activity where trainee teachers prepare and deliver a short teaching and learning session to their peers and then evaluate their practice.

⁶ Information about the Learning and Development suite of qualifications is available on the [Excellence Gateway](#).

Level 4 Certificate in Education and Training – 36 credits



This qualification develops practical teaching skills and, through the optional units, prepares teachers to work in a wide range of contexts.

To be awarded the *Level 4 Certificate in Education and Training*, a total of 36 credits must be achieved.

There is a requirement for a minimum of 30 hours of practice.

The mandatory units cover:

- understanding roles, responsibilities and relationships in education and training;
- planning to meet the needs of learners;
- delivering teaching or training;
- assessing learners; and
- using resources in education and training.

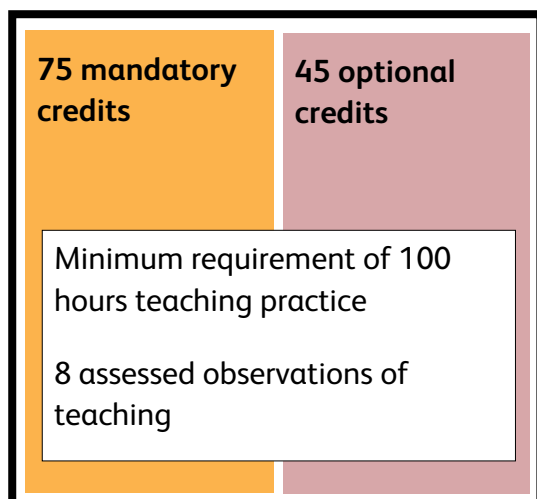
The optional units offer a wide range of activities from coaching and mentoring to engaging employers.

This qualification is suitable for individuals who:

- want a qualification which focuses on practical teaching;
- want a wide choice ⁷ of optional units to reflect the context in which they teach;
- are currently teaching and want to have their experience and practice 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 has the same level of demand as the first year of an undergraduate degree;
- are willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan to address them where necessary.

⁷ The choice of optional units will depend on the awarding institution and provider.

Level 5 Diploma in Education and Training – 120 credits



This qualification provides training for those individuals who aspire to, or hold, a teaching role with an extensive range of teaching or training responsibilities, including those in more than one context.

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

There is a requirement for a minimum of 100 hours of practice.

The mandatory units cover:

- planning, delivering and evaluating inclusive teaching and learning;
- assessing learning in education and training;
- understanding theories, principles and models in education and training; and
- understanding professionalism and the influence of professional values in education and training.

The optional units offer a wide range of options including action research, understanding and managing behaviours in a learning environment, literacy or numeracy theories and frameworks, and engaging with employers.

This qualification is suitable for individuals who:

- want the opportunity to explore underpinning theories, frameworks and research into effective teaching and learning alongside developing practical teaching skills;
- are currently teaching and want to have their experience and practice accredited;
- are not currently teaching but can meet the minimum teaching practice requirement of 100 hours;
- are able to undertake a large qualification, lasting one to two years;
- have the potential to study at this level, which has the same level of demand as that of a degree course;
- want a wide choice of optional units⁸ to reflect the context in which they teach;
- want a qualification recognised as equivalent to the Certificate of Education qualifications in the FHEQ;
- are willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan to address them where necessary.
- can evidence Level 3 skills in English or mathematics if they are taking any of the specialist units in teaching English (literacy and/or ESOL) or mathematics (numeracy).

⁸ The choice of optional units will depend on the awarding institution and provider.

Level 5 Diploma in Education and Training including a specialist pathway – 120 credits

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

This qualification is the same as the *Level 5 Diploma in Education and Training* but provides the opportunity to take all optional units in one of the following specialist pathways:

- Teaching English (Literacy)
- Teaching English (ESOL)
- Teaching English (Literacy and ESOL)
- Teaching Mathematics (Numeracy)
- Teaching Disabled Learners.

To be awarded the *Level 5 Diploma in Education and Training including a specialist pathway*, a total of 120 credits must be achieved.

There is a requirement for a minimum of 100 hours of practice, 50 of which must be in the chosen specialist area.⁹

The mandatory units cover:

- planning, delivering and evaluating inclusive teaching and learning;
- assessing learning in education and training;
- understanding theories, principles and models in education and training; and
- understanding professionalism and the influence of professional values in education and training.

The optional units combine theory and practice in the chosen specialist area.

These qualifications are suitable for individuals who:

- want to spend part of their course developing skills in teaching English (literacy and/or ESOL), mathematics (numeracy) or teaching disabled learners by taking all their optional credit in one specialist pathway;
- want the opportunity to explore underpinning theories, frameworks and research into effective teaching and learning in both their vocational area and a specialist pathway;
- are currently teaching and want to have their experience and practice accredited;
- are not currently teaching but can meet the minimum teaching practice requirement of 100 hours;
- are able to undertake a large qualification, lasting one to two years;

⁹ The combined English (Literacy and ESOL) specialist pathway is 135 credits in size and requires a minimum of 120 hours of teaching practice, (70 in specialist areas) and ten assessed observations (six in specialist areas).

- have the potential to study at this level, which has the same level of demand as that of a degree course;
- want a qualification recognised as equivalent to the Certificate of Education qualifications in the FHEQ;
- are willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan to address them where necessary.
- can evidence Level 3 skills in English or mathematics if they are taking a specialist pathway in teaching English (literacy and/or ESOL) or mathematics (numeracy).

Level 5 integrated specialist diplomas – 120 credits

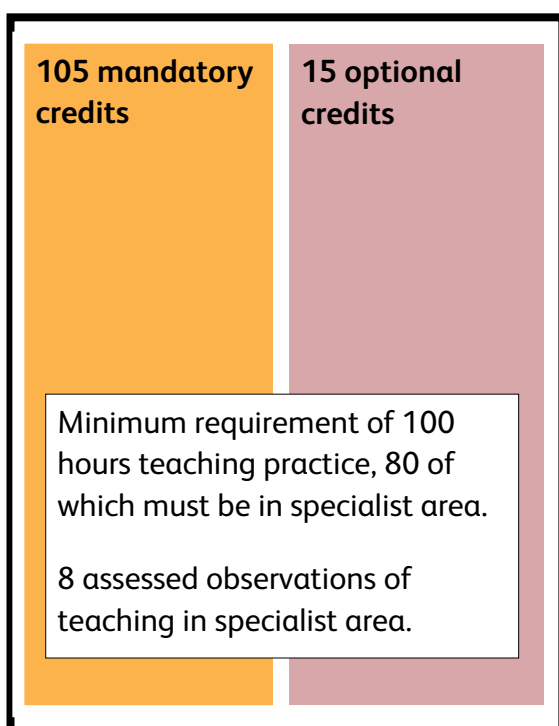
Level 5 Diploma in Education and Training (English: Literacy)

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

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

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

Level 5 Diploma in Education and Training (Disabled Learners)



These integrated, specialist teaching qualifications have been designed for individuals who wish to specialise in teaching English (literacy and/or ESOL), mathematics (numeracy) or teaching disabled learners.

Each qualification is similar to the equivalent *Level 5 Diploma in Education and Training including a specialist pathway* but the entire qualification is in the context of one of the specialist areas of teaching English (literacy and/or ESOL), mathematics (numeracy), or teaching disabled learners.

To be awarded an integrated specialist *Level 5 Diploma in Education and Training*, a total of 120 credits must be achieved and there is a requirement for a minimum of 100 hours of practice, all of which must be in the chosen specialist area.¹⁰

The mandatory units cover:

- planning, delivering and evaluating inclusive teaching and learning;
- assessing learning in education and training;
- understanding theories, principles and models in education and training;

¹⁰ This combined (English: Literacy and ESOL) qualification is 135 credits in size and requires a minimum of 120 hours of teaching practice and ten assessed observations.

- understanding professionalism and the influence of professional values in education and training; and
- understanding and applying theories and frameworks in chosen specialist area.

These qualifications are suitable for individuals who:

- want the opportunity to explore underpinning theories and frameworks and the latest research into effective teaching and learning in their chosen specialist area;
- are currently teaching and want to have their experience and practice accredited;
- are not currently teaching but can meet the minimum teaching practice requirement of 100 hours;
- are able to undertake a large qualification, lasting one to two years;
- want a qualification recognised as equivalent to the Certificate of Education qualifications in the FHEQ;
- want a qualification which has the same level of demand as a degree course;
- are willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan to address them where necessary;
- can evidence Level 3 skills in English or mathematics if they are taking an integrated specialist qualification in teaching English (literacy and/or ESOL) or mathematics (numeracy).

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

Level 5 Diploma in Teaching Mathematics: Numeracy

Level 5 Diploma in Teaching Disabled Learners

45 credits

Minimum requirement of 50 hours teaching practice, all of which must be in the specialist area

4 assessed observations of teaching in specialist area

These standalone qualifications are designed for teachers who may already have a recognised generic teaching qualification and who now want a qualification in one of the specialist areas.

To be awarded these standalone specialist Level 5 diplomas, a total of 45 credits must be achieved.

There is a requirement for a minimum of 50 hours of practice, all of which must be in the chosen specialist area¹¹.

¹¹ This combined qualification is 60 credits in size and requires a minimum of 70 hours of teaching practice and six assessed observations.

The units cover:

- understanding theories and frameworks in chosen specialist area
- teaching and learning in chosen specialist area.

Individuals can choose to undertake this standalone qualification before, after or alongside a generic teaching qualification, which may sometimes be necessary if an integrated specialist qualification is not available.

These qualifications are suitable for individuals who:

- hold a teaching qualification and now want to broaden their skills and teach in a specialist area;
- already hold a specialist teaching qualification in one of the specialist areas and who now want to extend their skills and teach in a different specialist area;
- are not currently teaching and wish to train as a specialist teacher but are unable to join an integrated specialist diploma course;
- are able to undertake a medium-sized qualification and can meet the minimum teaching practice requirement of 50 hours;
- have the potential to study at this level, which has the same level of demand as that of a degree course;
- can evidence Level 3 skills in English or mathematics if they are taking a standalone specialist qualification in teaching English (literacy and/or ESOL) or mathematics (numeracy).

Pen portraits of individuals deciding which teaching qualification to take are provided in Annex 2.

Section 4 Next steps

4.1 Choosing a provider

General guidance is given here but it is important to check the specific details of their courses with the chosen initial teacher education (ITE) provider.

Teaching qualifications are offered by both further education sector providers and higher education institutions. Individuals can choose a course that is:

- accredited by an awarding organisation and offered by an ITE provider in the further education sector; or
- validated by a higher education institution and delivered by them or their partners in the further education sector.

When choosing an ITE provider, there are a number of factors to take into consideration, including:

- entry requirements;
- delivery approach;
- start dates;
- context;
- methods of assessment; and
- support provided.

Entry requirements

There are no nationally specified entry requirements for the *Level 3 Award in Education and Training*, the *Level 4 Certificate in Education and Training* or the *Level 5 Diploma in Education and Training*.

However, all trainee teachers undertaking the Level 4 or Level 5 qualifications are required to undertake an initial assessment of their personal skills in English, mathematics and ICT. They should record their development needs and, where appropriate, agree an action plan to address them.

Trainee teachers wishing to take any of the specialist optional units in a Level 5 diploma for teaching English (literacy and/or ESOL) or mathematics (numeracy) will need to evidence Level 3 personal skills in English or mathematics, as appropriate. This entry requirement applies to all Level 5 diploma qualifications for teachers of English (literacy and/or ESOL) and mathematics (numeracy) detailed in this and other LSIS qualification guidance documents.

It is also important to note that awarding organisations and higher education institutions may have their own entry requirements as might individual ITE providers and employers. For example, some ITE providers may ask for evidence of subject expertise as part of their

application process and higher education institutions offering teacher training as a postgraduate qualification will ask for a degree or degree-level equivalent qualification as an entry requirement.

Delivery approach

Courses leading to the achievement of the qualifications may be delivered in a variety of ways but can be categorised as in-service or pre-service:

- In-service courses are usually delivered on a part-time basis to allow teachers who are employed to fit studying into their working life.
- Pre-service courses are delivered on a full- or part-time basis and are suitable for those not already employed in a teaching role.

The majority of courses are in-service and delivered on a part-time basis. However, delivery methods will vary between ITE providers. Providers are looking at innovative and flexible ways of delivering the courses, including combining face-to-face teaching, distance or blended learning.

Start dates

Teacher training providers delivering qualifications offered through awarding organisations are likely to have start dates throughout the year.

ITE providers delivering qualifications validated by higher education institutions are more likely to begin in September of each year, which means applying in the spring beforehand. Some of these ITE providers may have a second intake in January. If the ITE provider is delivering the qualification as a series of modules, it may be possible to join at different times of the year.

Context

Some ITE providers delivering these qualifications will focus on training their own teachers, so their courses will reflect the needs of their particular part of the sector. Therefore, it is worth asking how the course takes account of the differences in working practices between different parts of the sector and how this is reflected in the breadth and scope of opportunities for teaching practice.

A provider of teaching qualifications may be willing to offer a course contextualised to the needs of a particular section of the sector if there are viable numbers.

Assessment

The types and range of assessment methods may differ between providers and may include formal assignments, case studies, and collaborative projects. Some of these may have a more 'academic' focus and rely more heavily on the academic skills of research and formal writing. Other kinds of assessment may focus on active learning approaches and can be very practical.

Whichever ITE provider is chosen, trainee teachers will always be observed and assessed teaching or, in the case of the Level 3 Award, microteaching.

Support

The level of support provided for trainee teachers also varies between providers. As a minimum, trainee teachers will be supported by the teacher educators who deliver the qualification and, if in a teaching role, by their own employer.

A mentor can also be a valuable source of support for trainee teachers to aid progression and help develop approaches towards teaching and learning. The mentor may be someone who works within the same organisation or may work elsewhere. Mentors can observe teaching in order to discuss teaching approaches, session planning, and use of resources.

4.2 Finding a course

The following are possible sources of information to find a course:

- Employers of teachers and trainers who may offer the qualifications in-house for their own staff.
- Employers of teachers and trainers who may have a list of initial teacher training providers offering teaching qualifications in the local area.
- Initial teacher training providers, many of whom will have websites that detail the courses on offer.
- Awarding organisations, professional bodies, and subject associations.
- Union Learning representatives.
- FE Advice: www.feadvice.org.uk/next-steps.

4.3 Funding

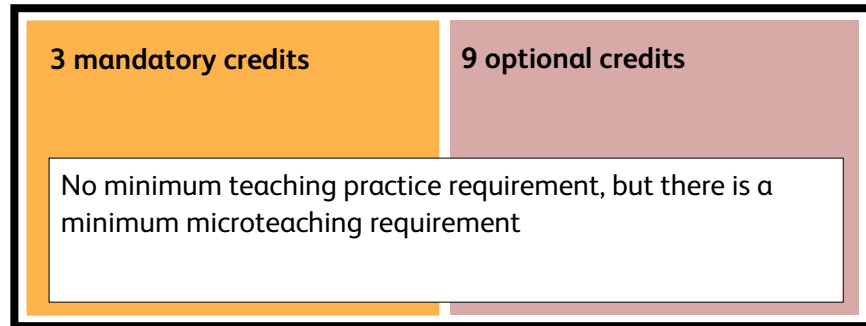
Loans, fee awards and grants may be available to support individuals undertaking a teaching qualification.

For further information, visit

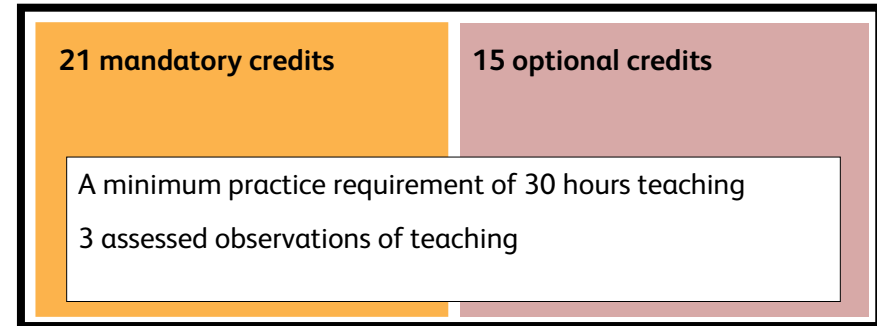
FE Advice: www.feadvice.org.uk/next-steps/funding-information.

Annex 1 Overview of the Education and Training qualifications

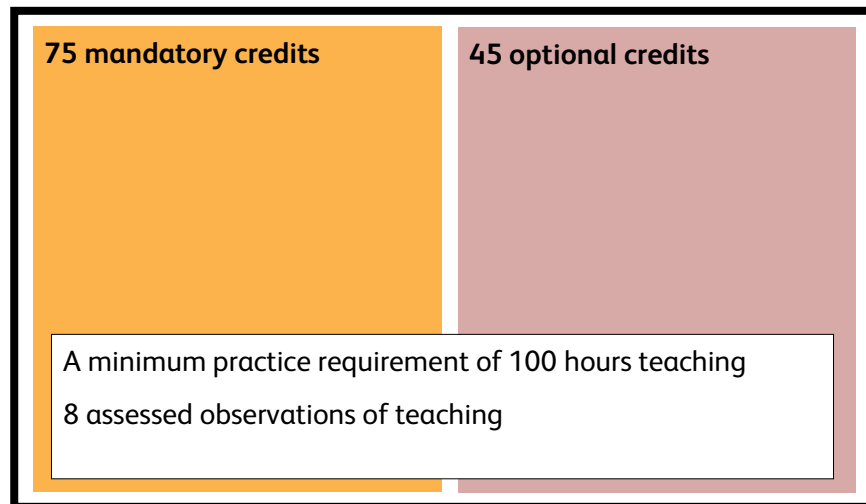
Level 3 Award in Education and Training (QCF) – 12 credits



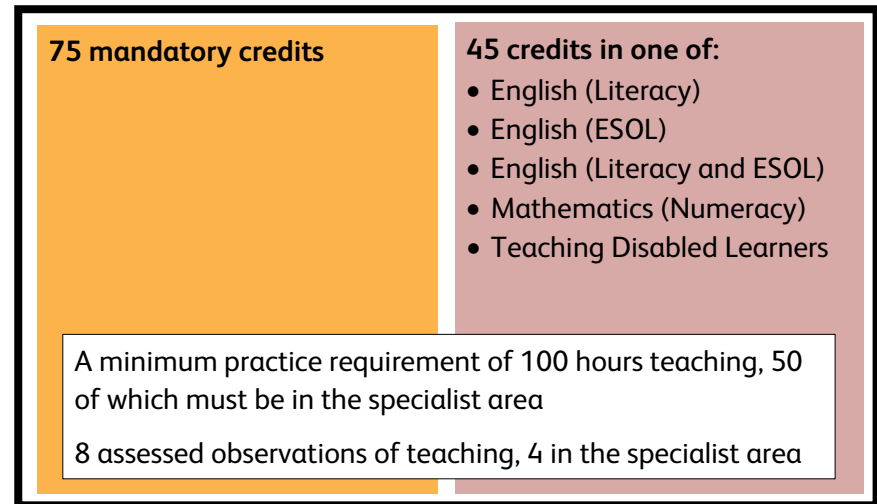
Level 4 Certificate in Education and Training (QCF) – 36 credits



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



Level 5 Diploma in Education and Training (QCF) including a specialist pathway – 120 credits¹²



¹² The English (Literacy and ESOL) pathway, covering two specialist areas, is 135 credits with 60 credits in the specialist pathway. It has different practice requirements.

Level 5 integrated specialist diplomas – 120 credits

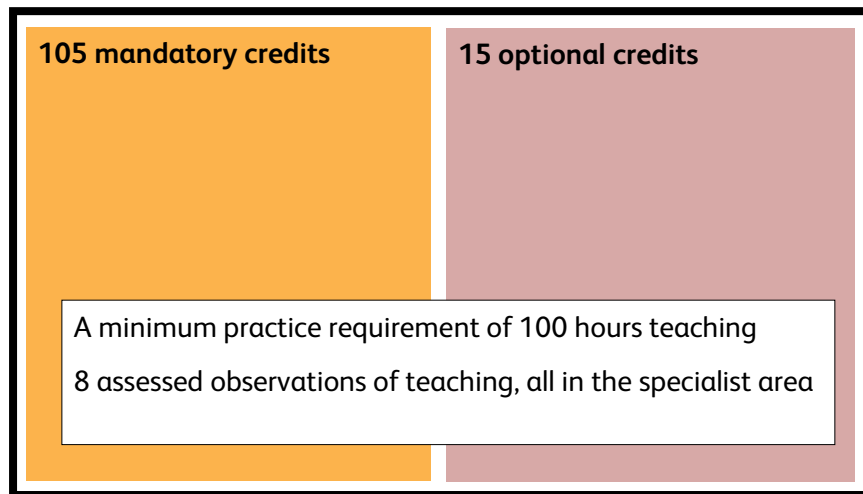
Level 5 Diploma in Education and Training (English: Literacy)

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

Level 5 Diploma in Education and Training (English: Literacy and ESOL)¹³

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

Level 5 Diploma in Education and Training (Disabled Learners)



Level 5 standalone specialist diplomas – 45 credits

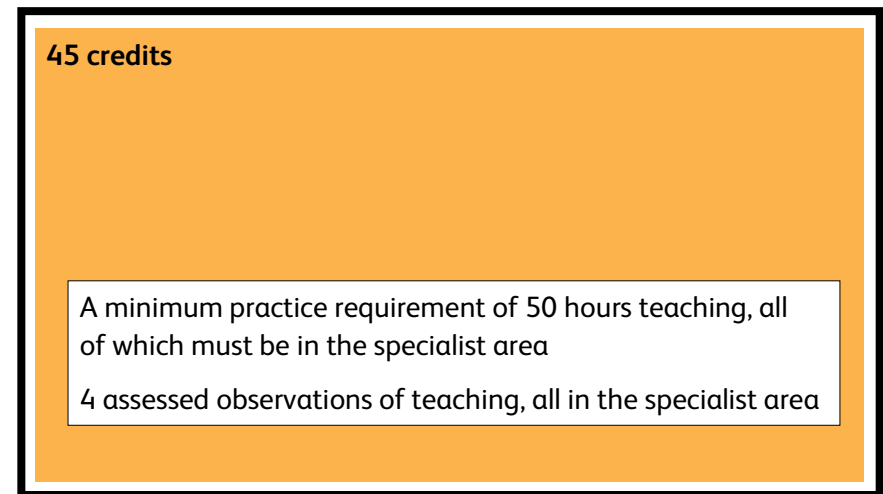
Level 5 Diploma in Teaching English: Literacy

Level 5 Diploma in Teaching English: ESOL

Level 5 Diploma in Teaching English: Literacy and ESOL¹⁴

Level 5 Diploma in Teaching Mathematics: Numeracy

Level 5 Diploma in Teaching Disabled Learners



¹³ This qualification, covering two specialist areas, is 135 credits. All of the credits are mandatory. It has different practice requirements.

¹⁴ This qualification, covering two specialist areas, is 60 credits. It has different practice requirements.

Annex 2 Pen portraits

Level 3 Award in Education and Training

Sunil worked as a health-care professional for 15 years before joining the team of a small independent training provider, AOTC, based in Leeds as an assessor. Within the first year of joining the company, Sunil achieved his A1 (Assessor Award) and now works with a case load of approximately 35 learners employed by care providers in the Leeds area who are working towards the *Level 2 Diploma in Health and Social Care*.

Although primarily a provider of work-based learning and assessment services, AOTC has recently diversified into classroom-based provision offering courses in social care to the unemployed. Sunil was asked to take on responsibility for delivering the workshops in Infection Control, which involved working at the company's training centre one day a week. Although he was keen to broaden his role, Sunil was not sure that he wanted to move away entirely from work-based assessment so agreed to take on the new responsibility on a six-month trial basis during which time AOTC agreed to put him through the *Level 3 Award in Education and Training*.

Level 4 Certificate in Education and Training

On graduating from university with a BA in French, John secured a position as a trainee accountant with Price Water House Cooper (PWHC). For the next three years, he worked as an auditor while studying to become a member of the Institute of Chartered Accountancy in England and Wales (ICAEW). The ICAEW course was delivered on a block-release basis by an independent training provider specialising in accountancy at their training centre in Newcastle.

During this time, John realised that he was not cut out for a long-term career in accountancy so, when he qualified and the training provider offered him a job as an Accountancy Trainer, he leapt at the opportunity.

After a two-day induction, John quickly settled into his new role, learning on the job. He developed his teaching skills by picking up tips from the colleagues he worked with and by attending some internal CPD workshops organised by his new employer.

Now that he has been in post for three years, John feels that it would be beneficial if he achieved some kind of formal teaching qualification. This would open up opportunities for him to progress within the organisation he currently works for or perhaps advance his career with other further education providers in the UK or overseas. However, he is reluctant to take on too large a qualification. He knows from his experience of working towards his ICAEW qualifications how hard combining a full-time job with study can be. He has a young family at home so is unable to commit very much time to working towards a qualification.

John discusses the options available to him with his line manager who is keen to ensure that everyone in the organisation's training team has up-to-date teaching qualifications. He decides to enrol on a course leading to the *Level 4 Certificate in Education and Training*, as it requires less of a study commitment than the Level 5 Diploma. With its focus on practical teaching, John hopes that the course will help develop the teaching skills highlighted as areas for improvement at his last performance review (such as classroom management skills), whilst offering the opportunity to have his experience and practice accredited. Once his children are older and are more self-sufficient, and depending on his job role at the time, John will consider progressing on to the *Level 5 Diploma in Education and Training*.

Level 5 Diploma in Education and Training

After completing a degree in cell biology, Balvir took a post as a research scientist in a pharmaceutical company. She worked there for ten years before taking maternity leave.

During her maternity leave, Balvir met mothers who were teachers and, through discussions with them, became attracted to teaching. Following advice, she applied for a post teaching biology in her local college. The person specification that accompanied the application pack stated that possession of a teaching qualification was desirable, as was industrial experience.

At interview, the college managers were impressed by Balvir's communication skills, interpersonal skills and, especially, her industrial experience. They offered her the post with one caveat; the college had a policy that its entire teaching staff must hold, or gain, a recognised teaching qualification. Balvir was happy to agree to this and accepted the post.

Following a one-week induction, Balvir's teaching timetable was arranged so that she could attend the part-time *Level 5 Diploma in Education and Training* run by the college, in partnership with a local university. She found the combination of following the Diploma and teaching was an excellent way for her to develop both her understanding of theories, principles and models of learning, and her teaching skills. After two years, Balvir gained the *Level 5 Diploma in Education and Training*.

Level 5 Diploma in Teaching English: Literacy

After 10 years of working in the hair and beauty sector, Peter moved into work-based training working as a Tutor/Assessor with a leading national hairdressing provider. Peter works in the provider's training salon delivering the underpinning knowledge of the *NVQ Diploma in Hairdressing (QCF)* at Levels 2 and 3. The majority of the learners he works with are apprentices working in salons in the local area and part of Peter's role involves visiting the salons to carry out work-based assessments. Peter is also responsible for supporting his learners with the development of their Key Skills.

Peter has now been with the provider for eight years during which time he has achieved his A1 Assessor Award, a *Level 3 Award in Preparing to Teach in the Lifelong Learning Sector*, and a *Level 5 Diploma in teaching in the Lifelong Learning Sector* plus a Level 3 Key Skill in Communication. All the qualifications were paid for by his employer and delivered by an independent training provider specialising in initial teacher-training provision.

As part of the transition from Key to Functional Skills, the provider decided to appoint Functional Skills Champions for mathematics and English. The new Champions would be responsible for supporting the vocational Tutor/Assessors working on hairdressing, barbering and beauty-therapy programmes and for providing one-to-one support to learners with additional learning needs.

Peter was keen to advance his career and had always enjoyed working with learners on Key Skills in Communication so he was delighted when his application for the new post of Functional Skills Champion for English was successful. During his interview for the position, the requirement for him to have some specialist training in teaching English was discussed so, in his first week in his new role, he arranged to meet the Training and Development Manager, Janet. She discussed the qualification options that were available and they decided that the most appropriate would be the *Level 5 Diploma in Teaching English: Literacy*, one of the standalone specialist diplomas, as it would allow him to build on his existing teaching qualifications and specialise in his chosen subject area.

© Learning and Skills Improvement Service 2013

Registered Office:

Friars House, Manor House Drive

Coventry CV1 2TE

Company number 06454450

Registered charity number 1123636

March 2013