

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

Guidance for initial teacher education providers

April 2013



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Glossary

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

Acronym / Term	Definition
ACETT	Association of Centres for Excellence in Teacher Training
AO	Awarding organisation (also used to refer to awarding body)
BIS	Department for Business, Innovation and Skills
CAVTL	Commission on Adult Vocational Teaching and Learning
CETT	Centre for Excellence in Teacher Training
CPD	Continuing professional development
Credit	One credit equates to ten notional hours of learning (QCF)
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
ESOL	English for Speakers of Other Languages
FHEQ	Framework for Higher Education Qualifications
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
HEI	Higher education institution
IfL	Institute for Learning
ITE	Initial teacher education
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	An activity where trainee teachers prepare and deliver a short teaching and learning session to their peers after which they evaluate their practice.
QAA	Quality Assurance Agency for Higher Education
QCF	Qualifications and Credit Framework
RPL	Recognition of Prior Learning

Section 1 Introduction

1.1 Purpose of this document

This guidance has been produced to help initial teacher education (ITE) providers and teacher educators to:

- understand the changes to the qualifications for teachers¹ in the further education and skills sector² in England;
- consider the wider implications for provision; and
- highlight effective practice that supports the introduction of the new qualifications.

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 describes the 2013 Education and Training qualifications:
Section 2.1 outlines the policy context and background to the changes to the qualifications.
Section 2.2 provides an overview of the new qualifications.
Section 2.3 identifies the key changes to the qualifications.
An overview of the new qualifications is provided in Annex 1.
- Section 3 explains the implications of the changes for the development of ITE programmes.
- Section 4 explores what makes an effective ITE programme.

Other documents that may be useful references in conjunction with this guidance include:

- *Teaching and Training Qualifications for the Further Education and Skills sector in England: Guidance for employers and practitioners (LSIS, March 2013);*
- LSIS qualification guidance for awarding organisations for the different qualifications;
- guidance issued by awarding organisations for their own centres; and
- *Teaching and Training Qualifications for the Further Education and Skills sector in England: Guidance for higher education institutions (LSIS, March 2013).*

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 The 2013 qualifications

2.1 Policy context and background

During 2012, there were significant policy changes that had implications for the training and development of teachers in the further education and skills sector. This guidance aims to support teacher educators and teacher training providers to both understand and respond to these developments.

In 2012, an independent review panel (chaired by Lord Lingfield) was established by government to consider the existing arrangements for regulating and facilitating the professionalism of the further education and skills workforce. One of the key recommendations made by the independent review panel, which ministers immediately accepted, was to take forward a review to simplify and re-name the further education and skills teaching qualifications. In July 2012, LSIS was asked to undertake this review of the qualifications working closely with the sector through a representative project steering group.

At the same time, the Department for Business, Innovation and Skills (BIS) launched a consultation on the revocation of the further education and skills workforce regulations. Following the consultation, amended workforce regulations were introduced in September 2012 that removed the existing requirement to join the Institute for Learning (IfL) and acquire professional status but retained, for a further twelve months, the requirement to work towards the achievement of the existing teaching qualifications. The new regulations signalled a change in approach to workforce professionalism, moving from one that was dependent on government regulation to one where the sector is empowered to decide the best way to maintain and raise standards.

Until September 2013, anybody in existing employment or newly employed in the sector must comply with 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 own staff and organisation. Employers will need to have internal policies in place to specify the qualifications 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 English (literacy and/or ESOL), mathematics (numeracy) and provision for disabled learners.

Notwithstanding these changes to the regulations for the further education and skills workforce, the central importance of high-quality initial teacher education and CPD is recognised in the wider policy context.

A report from the Commission on Adult Vocational Teaching and Learning (CAVTL) notes that:

“Vocational teaching, learning and assessment is a sophisticated professional occupation and demands, therefore, robust initial and continuous development of expertise”.

Source: [*It's about work... Excellent adult vocational teaching and learning \(CAVTL, 2013\)*](#)

The same report also emphasises the importance of dual professionalism:

“The best vocational teachers and learners have dual identities, as occupational specialists and pedagogical experts”.

Source: [*It's about work... Excellent adult vocational teaching and learning \(CAVTL, 2013\)*](#)

Employers will continue to need professionally trained staff who have a sense of, and are able to practise, dual professionalism. Both their vocational knowledge and understanding of pedagogy will be vital to supporting learners.

The design and implementation of the new teaching qualifications need to respond to the opportunities and challenges presented by changes to further education and skills workforce regulation, to the recommendations from CAVTL and to longstanding issues affecting the quality of initial teacher education.

2.2 Key changes to the qualifications

As part of the review of qualifications, LSIS gathered feedback from the sector on proposed changes to the qualifications in October/November 2012. A findings report summarising the feedback and explaining how the development of the new qualifications would be taken forward was published in January 2013, *Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two – Findings Report (LSIS, 2013)*.

Although there was overall support for changes to the qualifications, there was no desire for whole-scale change, particularly as new qualifications had only just been introduced by some ITE providers following the LLUK review in 2011. Therefore, the changes to the qualifications in the Qualifications and Credit Framework (QCF)³ described below are deliberately ‘evolutionary’ rather than ‘revolutionary’.

Generic qualifications

- The titles of the qualifications **have changed. All titles end with ‘in Education and Training’**.
- A single qualification – an Award, a Certificate and a Diploma – has been introduced at each level to **simplify the qualification framework. The qualifications are no longer ‘nested’** within each other (for example, the Level 3 Award or Level 4 Certificate is not included as part of the Level 5 Diploma).
- The qualifications are of increasing size, with increasing practice requirements.
- The suite of qualifications has been designed so that 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. 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 the Level 5 qualification, or from a *Level 3 Award in Education and Training* directly to the Level 5 qualification.

Specialist qualifications

- There are three types of specialist qualification at Level 5 for those teaching, or aspiring to teach, disabled learners, English (literacy), English (ESOL), English (literacy and ESOL) and mathematics (numeracy):
 - 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 one of the specialist areas.
 - Integrated qualifications:
These are diploma qualifications of 120 credits where all of the qualification and practice is taken in the context of one of the specialist areas.
 - Standalone qualifications:
These are diploma qualifications of 45 credits where all of the qualification and practice is taken in the context of one of the specialist areas.

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

- The titles for the specialist diploma qualifications of 120 credits have also changed to end with 'in Education and Training'. The smaller, diploma qualifications of 45 credits have different titles to make it easier to differentiate between them⁴.

The changes to individual QCF qualifications are explained in more detail in sections 2.3, 2.4 and 2.5.

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 for themselves.

Other changes

- In the new qualifications, greater emphasis has been given to the teaching practice component, including observed and assessed practice, reflecting the emphasis on quality of teaching in the [Common inspection framework for further education and skills 2012 \(Ofsted, 2012\)](#) and the [Initial teacher education inspection handbook \(Ofsted, 2012\)](#).

Apart from the *Level 3 Award in Education and Training*, all qualifications require trainee teachers to have part of their teaching practice observed and assessed. Observations should be appropriately spaced throughout the whole programme and take into account a **trainee teacher's progress**. Achievement of observations that have met the required standard of practice is a requirement for the award of the QCF units that require practice.

Awarding organisations and higher education institutions are expected to provide guidance to enable ITE providers to make a judgement about whether a trainee teacher has met the required standard of practice in an observation. LSIS recommends that awarding organisations and higher education institutions refer to the [Handbook for the Inspection of Further Education and Skills \(Ofsted, 2012\) – Part 2, Section B: Quality of Teaching, Learning and Assessment](#) to inform the development of their guidance.

- Clearer guidance has been given on the appropriate qualifications and experience required of ITE staff delivering and assessing the new qualifications.

It is not generally acceptable for a teacher educator to have only a Level 3 teaching qualification if they are delivering and/or assessing ITE qualifications. Teacher educators delivering Level 5 qualifications must have a teaching qualification equivalent to Level 5 in the QCF themselves and, if teaching on the specialist qualifications, a specialist qualification and experience.

⁴ The QCF requires that all qualifications larger than 36 credits have the title Diploma.

What has not changed

- The Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 2006) were outside the scope of the review. These standards will continue to underpin practice in the sector alongside the new teaching qualifications. In addition, the application guides for the professional standards have not been revised.
- The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector. This guidance has not been revised.
- The proposal for awarding bodies to develop a Level 7 continuing professional development qualification in the QCF was not widely supported. Provision at this level is already available within higher education institutions.

2.3 Overview of the new qualifications

Working closely with sector membership bodies, awarding organisations, higher education institutions and other stakeholders, LSIS has developed qualification guidance for the following qualifications in the QCF:

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

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

As with predecessor qualifications, the 2013 teaching qualifications can be offered by 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 and 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)⁵.

⁵ Further information about the FHEQ is available on the [QAA website](#).

LSIS has developed separate guidance for higher education institutions for the Level 5 qualifications, *Teaching and Training Qualifications for the Further Education and Skills sector in England: Guidance for higher education institutions (LSIS, 2013)*, which does not include the technical information required by the QCF.

The new qualifications will not all be introduced at the same time. It is expected that awarding organisations and higher education institutions will develop the new qualifications from March 2013 onwards and a phased introduction of the qualifications will take place from September 2013 once they have been regulated by Ofqual or validated by their own institutions.

There is no expectation that trainee teachers who are part way through a qualification should move to the new qualifications, and there is no requirement for staff already **holding teaching qualifications to 'requalify' by taking one of the new qualifications.**

2.4 Generic qualifications

Level 3 Award in Education and Training (QCF)

This is an introductory, knowledge-based qualification of 12 credits, requiring microteaching but with no other teaching practice requirement unless QCF units from the Learning and Development units are selected. The content is similar to that of previous Level 3 qualifications but two QCF units have been combined into one unit, *Understanding and using inclusive teaching and learning approaches in education and training*, to reduce repetition of assessment.

As in 2011, specific units from the Learning and Development suite can be achieved within this qualification, but they do require evidence of practice and of observed practice.

Qualification structure

Mandatory 3 credits Level 3	Group A Understanding roles, responsibilities and relationships in education and training 3 credits, Level 3
Optional 9 credits Level 3	Group B Understanding and using inclusive approaches in education and training 3 credits, Level 3 or Facilitate learning and development for individuals (<i>Learning and Development unit</i>) 3 credits, Level 3 or Facilitate learning and development in groups (<i>Learning and Development unit</i>) 3 credits, Level 3
AND	
	Group C Understanding the principles and practices of assessment (<i>Learning and Development unit</i>) 3 credits, Level 3 or Understanding assessment in education and training 3 credits, Level 3

More information about the *Level 3 Award in Education and Training (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 3 Award in Education and Training (QCF) (LSIS, 2013)*.

Level 4 Certificate in Education and Training (QCF)

This is a qualification of 36 credits (21 mandatory and 15 optional credits). It has a focus on practical teaching skills and requires a minimum of 30 hours of teaching practice. The qualification is not attached to any job role.

The number of units has decreased because of the removal of nesting, reducing repetition and over-assessment. However, the content overall is similar to predecessor qualifications.

To support progression from the Level 3 Award to the Level 4 Certificate, there is a common QCF unit, *Understanding roles, responsibilities and relationships in education and training* (Level 3), where credit transfer will apply. Therefore, it is recommended that this unit be delivered at the start of any programme.

The units from the *Level 3 Award in English for Literacy and Language Teaching* (QCF) and the *Level 3 Award in Mathematics for Numeracy Teaching* (QCF) have also been included as optional credits. These knowledge-based qualifications are accepted as entry requirements to all the Level 5 specialist qualifications, and support teachers who aspire to teach Functional Skills.

As was the case in the 2011 CTLLS, this qualification can be achieved by working with individuals or groups of learners. In addition, the optional QCF units still include the units from the Learning and Development suite of qualifications.

Qualification structure

<p>Mandatory</p> <p>21 credits Level 3 and 4</p>	<p>Group A</p> <p>Understanding roles, responsibilities and relationships in education and training 3 credits, Level 3</p> <p>Planning to meet the needs of learners in education and training 3 credits, Level 4</p> <p>Delivering education and training 6 credits, Level 4</p> <p>Assessing learners in education and training 6 credits, Level 4</p> <p>Using resources for education and training 3 credits, Level 4</p>
<p>Optional</p> <p>15 credits Level 3, 4 and 5</p>	<p>Group B (examples)</p> <p>Action research 15 credits, Level 5</p> <p>Delivering employability skills 6 credits, Level 4</p> <p>Identify individual learning and development needs (<i>Learning and Development unit</i>) 3 credits, Level 3</p>

More information about the *Level 4 Certificate in Education and Training (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 4 Certificate in Education and Training (QCF) (LSIS, 2013)*.

Level 5 Diploma in Education and Training (QCF)

This qualification of 120 credits (75 mandatory and 45 optional credits) 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.

Although this qualification is the same size and has the same practice requirements as predecessor qualifications, the unit structure has changed significantly. There is a greater focus on practice through two of the mandatory QCF units, *Teaching, learning and assessment* (Level 4) and *Developing teaching, learning and assessment* (Level 5). The remaining two mandatory QCF units cover theories, principles and models, and wider professional practice and development, (including dual professionalism).

The content of the new diploma is broadly comparable to the content of predecessor qualifications but it has been updated and the use of technology in teaching is required to achieve the qualification.

The two practice units have been developed at Level 4 and Level 5 to reflect the development of teaching skills over the duration of the qualification. In comparison with Level 4 practice unit, *Teaching, learning and assessment in education and training*, the Level 5 practice unit, *Developing teaching, learning and assessment in education and training*, 5 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; and
- investigating pedagogical principles and innovative and creative approaches in own area of specialism.

Therefore, the achievement of the QCF 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.

To support progression, the content of the mandatory units in the *Level 4 Certificate in Education and Training* has been mapped to the QCF unit, *Teaching, learning and assessment in education and training* (Level 4). The intention is that recognition of prior learning (RPL) will apply and that individuals who have already achieved a *Level 4 Certificate in Education and Training* should not be required to provide further evidence to achieve the unit, *Teaching, learning and assessment in education and training* (Level 4), within the *Level 5 Diploma in Education and Training*.

As with the 2011 qualifications, 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 English and mathematics teaching qualifications, trainee teachers undertaking these units are required to evidence personal skills in English and mathematics at Level 3.

The 2013 qualifications also include the knowledge-based units from the specialist standalone qualification for teaching disabled learners. There continues to be no requirement for trainee teachers taking these units to evidence personal skills in English and mathematics.

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.

The number of optional units included in the QCF rules of combination for the *Level 5 Diploma in Education and Training* has been reduced and the Level 3 QCF units that were no longer considered appropriate for a qualification of this level have been removed. However, units from the Learning and Development suite are still included and, as before, these units have additional practice requirements.

Qualification structure

<p>Mandatory</p> <p>75 credits Level 4 and 5</p>	<p>Group A</p> <p>Teaching, learning and assessment in education and training 20 credits, Level 4 (<i>covers the mandatory element of the Certificate</i>)</p> <p>Developing teaching, learning and assessment in education and training 20 credits, Level 5</p> <p>Theories, principles and models in education and training 20 credits, Level 5</p> <p>Wider professional practice and development in education and training 15 credits, Level 5</p>
<p>Common content for minimum mandatory credit agreed with AOs and HEIs</p>	
<p>Optional</p> <p>45 credits Level 4 and 5</p>	<p>Group B (examples)</p> <p>Identify the learning needs of organisations (<i>Learning and Development unit</i>) 6 credits, Level 4</p> <p>Equality and Diversity 6 credits, Level 4</p> <p>Action learning to support development of subject specific pedagogy 15 credits, Level 5</p> <p>Literacy theories and frameworks 15 credits, Level 5</p>

More information about the *Level 5 Diploma in Education and Training (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 5 Diploma in Education and Training (QCF) and Level 5 Diploma in Education and Training (QCF) including a specialist pathway (LSIS, 2013)*.

Higher education institutions should refer to the document, *Teaching and Training Qualifications for the Further Education and Skills sector in England: Guidance for higher education institutions (LSIS, 2013)*.

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

In this qualification, all optional credits are undertaken in one of the following specialist pathways:

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

The specialist pathway is reflected in the QCF qualification title. An example is *Level 5 Diploma in Education and Training (including teaching Mathematics: Numeracy)*.

All three units from the equivalent, standalone specialist diplomas, including the specialist practice units, have been combined with the mandatory units from the *Level 5 Diploma in Education and Training* to create each specialist pathway. Four of the qualifications are 120 credits in size (75 mandatory credits and 45 further credits in the specialist area). The exception is the combined specialist pathway in English (Literacy and ESOL) which is 135 credits in size because the standalone specialist diploma in English (Literacy and ESOL) is 60 credits.

These qualifications are similar to the 2011, partially integrated, specialist qualifications but the structure of the 2013 QCF qualifications has been simplified, and there is now an additional pathway to teach disabled learners.

The qualifications combine the study of underpinning theories, frameworks and research into effective teaching and learning alongside the development of practical teaching skills, in both the generic area and the chosen specialist context. Four of the qualifications require a minimum of 100 hours of teaching practice, 50 of which must be in the chosen specialist area. Again, the combined specialist pathway in English (Literacy and ESOL) is different and has a larger requirement of a minimum of 120 hours, 70 of which must be in the chosen specialist area, reflecting the combined nature of the qualification.

Because of the requirement for teaching practice to be in the chosen specialist area, ITE providers and trainee teachers are likely to have to decide on the specialist pathway they are taking at the start of their course so that appropriate teaching practice can be arranged.

As with all of the specialist teaching qualifications, trainee teachers undertaking a teaching qualification in English (literacy and/or ESOL) or mathematics (numeracy) are required to evidence personal skills in English and mathematics at Level 3.

Qualification structure

<p>Mandatory</p> <p>75 credits Level 4 and 5</p>	<p>Group A</p> <p>Teaching, learning and assessment in education and training 20 credits, Level 4 (<i>covers the mandatory element of the Certificate</i>)</p> <p>Developing teaching, learning and assessment in education and training 20 credits, Level 5</p> <p>Theories, principles and models in education and training 20 credits, Level 5</p> <p>Wider professional practice and development in education and training 15 credits, Level 5</p>
<p>Common content for minimum mandatory credit agreed with AOs and HEIs</p>	<p>All three units from the standalone specialist qualifications are included to provide specialist pathways through optional credit in the following areas: teaching English (ESOL), teaching English (Literacy), teaching English (Literacy and ESOL), teaching Mathematics (Numeracy) and teaching Disabled Learners.</p> <p>The chosen pathway is reflected in the qualification title, e.g. <i>Diploma in Education and Training (including teaching Disabled Learners)</i></p> <p>Note that the combined English (Literacy and ESOL) Diploma pathway is 135 credits because the combined standalone qualification is 60 credits.</p>
<p>Specialist</p> <p>45 credits Level 5</p>	

More information about the *Level 5 Diploma in Education and Training (QCF) including a specialist pathway* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 5 Diploma in Education and Training (QCF) and Level 5 Diploma in Education and Training (QCF) including a specialist pathway (LSIS, 2013)*.

Higher education institutions should refer to the document, *Teaching and Training Qualifications for the Further Education and Skills sector in England: Guidance for higher education institutions (LSIS, 2013)*.

2.5 Specialist qualifications

Level 5 integrated specialist 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).

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 English (literacy and/or ESOL), mathematics (numeracy) or disabled learners. All the teaching practice must be undertaken in the chosen specialist context.

As with the *Level 5 Diploma in Education and Training including a specialist pathway*, these qualifications are 120 credits – or 135 credits for the combined (English: Literacy and ESOL) qualification – but they have a slightly different structure to the specialist pathway Level 5 diplomas. They include the same four, mandatory QCF units but the two practice units have been contextualised to the context of the specialist area. This means that the practice unit from the standalone specialist diploma is not required and enables a 15-credit optional component. In addition, they include the two knowledge-based units from the QCF standalone specialist diplomas. There are a limited number of optional units in the QCF rules of combination and all of them can be contextualised to the chosen specialist area.

These qualifications are similar to the predecessor, fully integrated, specialist qualifications, but the overall structure of the QCF qualification has been simplified.

As with all of the specialist teaching qualifications, trainee teachers undertaking a teaching qualification in English (literacy and/or ESOL) or mathematics (numeracy) are required to evidence personal skills in English and mathematics at Level 3.

Qualification structure

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 (Mathematics: Numeracy)

Level 5 Diploma in Education and Training (Disabled Learners)

<p>Mandatory</p> <p>105 credits Level 4 and 5</p>	<p>Group A and Group B</p> <p>Teaching, learning and assessment in education and training (in the specialist area) 20 credits, Level 4 (<i>covers the mandatory element of the Certificate</i>)</p> <p>Developing teaching, learning and assessment in education and training (in the specialist area) 20 credits, Level 5</p> <p>Theories, principles and models in education and training 20 credits, Level 5</p> <p>Wider professional practice and development in education and training 15 credits, Level 5</p> <p>Knowledge unit from standalone specialist qualification 15 credits, Level 5</p> <p>Knowledge unit from standalone specialist qualification 15 credits, Level 5</p>
<p>Common content for minimum mandatory credit agreed with AOs and HEIs</p>	<p>Group C (examples)</p> <p>Action learning to support development of specialist pedagogy 15 credits, Level 5</p> <p>Inclusive practice 15 credits, Level 4</p>

More information about the *Level 5 Diploma in Education and Training (English: Literacy) (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 5 Diploma in Education and Training (English: Literacy) (QCF) and Level 5 Diploma in Teaching English: Literacy (QCF)* (LSIS, 2013).

More information about the *Level 5 Diploma in Education and Training (English: ESOL) (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 5 Diploma in Education and Training (English: ESOL) (QCF) and Level 5 Diploma in Teaching English: ESOL (QCF)* (LSIS, 2013).

More information about the *Level 5 Diploma in Education and Training (Mathematics: Numeracy) (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 5 Diploma in Education and Training (Mathematics: Numeracy) (QCF) and Level 5 Diploma in Teaching Mathematics: Numeracy (QCF)* (LSIS, 2013).

More information about the *Level 5 Diploma in Education and Training (Disabled Learners) (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 5 Diploma in Education and Training (Disabled Learners) (QCF) and Level 5 Diploma in Teaching Disabled Learners (QCF) (LSIS, 2013)*.

Higher education institutions should refer to the document, *Teaching and Training Qualifications for the Further Education and Skills sector in England: Guidance for higher education institutions (LSIS, 2013)*.

Qualification structure

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

<p>Mandatory</p> <p>135 credits Level 4 and 5</p>	<p>Group A</p> <p>Teaching, learning and assessment in education and training (in the specialist area) 20 credits, Level 4 (<i>covers the mandatory element of the Certificate</i>)</p> <p>Developing teaching, learning and assessment in education and training (in the specialist area) 20 credits, Level 5</p> <p>Theories, principles and models in education and training 20 credits, Level 5</p> <p>Wider professional practice and development in education and training 15 credits, Level 5</p> <p>Literacy and ESOL theories and frameworks (<i>knowledge unit from combined standalone qualification</i>) 20 credits, Level 5</p> <p>Literacy and ESOL and the learners (<i>knowledge unit from combined standalone qualification</i>) 20 credits, Level 5</p> <p>Literacy and ESOL learning and teaching (<i>practice unit from combined standalone qualification</i>) 20 credits, Level 5</p>
<p>Common content for minimum mandatory credit agreed with AOs and HEIs</p>	

More information about the *Level 5 Diploma in Education and Training (English: Literacy and ESOL) (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 5 Diploma in Education and Training (English: Literacy and ESOL) (QCF) and Level 5 Diploma in Teaching English: Literacy and ESOL (QCF) (LSIS, 2013)*.

Higher education institutions should refer to the document, *Teaching and Training Qualifications for the Further Education and Skills sector in England: Guidance for higher education institutions (LSIS, 2013)*.

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

The structure of these qualifications has not changed from their 2011 equivalents. They remain 45 credits (60 credits for the combined English: Literacy and ESOL standalone specialist qualification) and require a minimum of 50 hours of teaching practice in the chosen specialist area (70 hours for the combined English: Literacy and ESOL standalone specialist qualification). However, there has been some reordering of the content of the units, and the practice requirements in the standalone specialist diploma in Mathematics: Numeracy have been combined into one unit.

Qualification structure

Level 5 Diploma in Teaching English: Literacy

Level 5 Diploma in Teaching English: ESOL

Level 5 Diploma in Teaching Mathematics: Numeracy

Level 5 Diploma in Teaching Disabled Learners

Mandatory 45 credits Level 5	<p style="color: #800040; margin: 0;">Group A (and Group B)</p> <p>Knowledge unit in specialist area 15 credits, Level 5</p> <p>Knowledge unit in specialist area 15 credits, Level 5</p> <p>Practice unit in specialist area 15 credits, Level 5</p>
Common content for minimum mandatory credit agreed with AOs and HEIs	

More information about the *Level 5 Diploma in Teaching English: Literacy (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 5 Diploma in Education and Training (English: Literacy) (QCF) and Level 5 Diploma in Teaching English: Literacy (QCF)* (LSIS, 2013).

More information about the *Level 5 Diploma in Teaching English: ESOL (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 5 Diploma in Education and Training (English: ESOL) (QCF) and Level 5 Diploma in Teaching English: ESOL (QCF)* (LSIS, 2013).

More information about the *Level 5 Diploma in Teaching Mathematics: Numeracy (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding*

organisations: *Level 5 Diploma in Education and Training (Mathematics: Numeracy) (QCF)* and *Level 5 Diploma in Teaching Mathematics: Numeracy (QCF)* (LSIS, 2013).

More information about the *Level 5 Diploma in Teaching Disabled Learners (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 5 Diploma in Education and Training (Disabled Learners) (QCF)* and *Level 5 Diploma in Teaching Disabled Learners (QCF)* (LSIS, 2013).

Qualification structure

Level 5 Diploma in Teaching English: Literacy and ESOL

Mandatory	Group A (and Group B)
60 credits Level 5	Knowledge unit in specialist area 20 credits, Level 5
Common content for minimum mandatory credit agreed with AOs and HEIs	Knowledge unit in specialist area 20 credits, Level 5
	Practice unit in specialist area 20 credits, Level 5

More information about the *Level 5 Diploma in Teaching English: Literacy and ESOL (QCF)* is available in the LSIS qualification guidance document, *Qualification guidance for awarding organisations: Level 5 Diploma in Education and Training (English: Literacy and ESOL) (QCF)* and *Level 5 Diploma in Teaching English: Literacy and ESOL (QCF)* (LSIS, 2013).

A comparison table of the 2007, 2011 and 2013 qualifications is provided in the document, *Teaching and Training Qualifications for the Further Education and Skills Sector in England (2013): A comparison of the 2007, 2011 and the 2013 qualifications* (LSIS, 2013).

Section 3 Implications for the development of initial teacher education programmes

As a recognised community of practice, teacher educators are extremely mindful of the great responsibility they hold in equipping teachers to work effectively with learners. They steer a challenging path alongside trainee teachers through organisational provision decisions, funding challenges and the reality of primarily in-service delivery of qualification programmes.

Teacher educators need time to embrace the implications of recent policy decisions in the training and development of teachers. There is a greater emphasis on employers deciding what will constitute and qualify staff as fully developed professional teachers. One challenge is to balance this against the reality that individuals may be funding their own training and development as practising professionals.

Teacher educators will clearly need 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', so benefitting all learners;**
- working in partnership with higher education institutions and awarding organisations to plan and implement changes to qualification programmes;
- professionally developing as teacher educators; and
- mentoring those who aspire to become teacher educators themselves.

3.1 Funding

Recruitment of high quality teachers to the sector will take place in an altered funding context. The funding of initial teacher education in the sector is changing, and costs, such as course fees, are becoming the responsibility of the individual trainee, their employer or another sponsor. The amount of direct support from the state is being reduced and the amount of indirect support from loans and supplementary grants is increasing.

For 2013/14, tuition fee loans from Student Finance England (SFE) will be available to both full-time and part-time trainees (if the trainee meets certain criteria) for programmes accredited by a higher education institution. However, it has not been confirmed whether loan support will be available for ITE Level 5 programmes accredited by awarding organisations for 2013/14.

Further clarification on funding for these new qualifications can be found at FE Advice: www.feadvice.org.uk/next-steps/funding-information.

3.2 Some points to consider

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 programmes with qualification outcomes that match their individual needs. 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.

The wider policy context for the new qualifications offers opportunity for the voice of employers to take on a key role. Employers will be increasingly interested in understanding how initial teacher education programmes equip their staff and so contribute to the experience of their learners. Discussion with employers through meetings (both formal and informal) will help provide the basis for a two-way conversation about the curriculum. Engagement with employers helps to form a positive working relationship whereby issues with regard to mentoring and other forms of support from employers can be addressed.

Although the 2013 qualifications are new, much of the content remains the same as, or similar to, that of previous qualifications. Therefore, it will be possible to adapt the curriculum from previous programmes and use existing resources in courses leading to the 2013 qualifications. Resources for new curricula do not always need to be produced from scratch and there are many ITE- and CPD-related books, websites and other resources available to providers, and there are always opportunities for collaborative development. However, with the new qualifications, there is an opportunity to deliver provision differently. Some ITE providers have already tested new models of delivery, many through the LSIS Supporting Excellence in ITE in Further Education and Skills (case studies and an overview of these can be found on the [Excellence Gateway](#)).

The 2013 qualifications aim to increase opportunities to focus on a broader, holistic model of assessment of ITE learning and development, and to model this to trainee teachers, so encouraging them to transfer it to their own teaching and learning practice.

The generic *Level 5 Diploma in Education and Training including a specialist pathway* opens up opportunities for some trainees to gain the key knowledge elements for teaching learners in: English (Literacy), English (ESOL), English (Literacy and ESOL), Mathematics (Numeracy), and working with disabled learners. As recruitment to fully integrated specialist diplomas has been difficult in some locations, this qualification may encourage the workforce to take on a full teaching role in these vital specialist areas at a pace and a commitment that is manageable.

Section 4 What makes an effective ITE programme

4.1 Key considerations when developing an effective ITE programme

The introduction of the new qualifications provides an opportunity for ITE providers to reflect on their current provision and to build on their strengths and address weaknesses. There is extensive evidence about the most effective ways of developing and delivering initial teacher training programmes, and the key messages from that evidence are summarised below.

Put the trainee teacher at the centre: The best programmes adopt a trainee-centred approach, underpinned by a strong understanding of general and vocational pedagogy. The **trainee's programme should reflect their vocational and/or specialist area as well as** appropriate teaching and training contexts. When this is supported by continuous linking of theory and practice, trainees are able to gain a fuller and deeper understanding of both aspects of their dual professionalism – their subject knowledge, skills and values, and the knowledge, skills and values of being a teacher.

Provide comprehensive support throughout the trainee teacher's learning journey: Robust initial assessment, target setting and progress monitoring will enable trainees to make the most significant progress and help them to pursue the goal of outstanding teaching. To minimise the chance of trainees not succeeding in achieving their qualification, it is particularly important that this support be in place from induction and on an on-going basis. The systems that underpin it need to be clear, comprehensive, rigorous and user-friendly.

Assess trainee teachers holistically: A small but appropriate number of relevant, realistic, challenging and engaging activities will have the most positive impact on trainees. In contrast, devising and assessing many small activities tends to lead to over-assessment and usually serves to make things more complex for trainees. It also tends to lead to fragmentation of the curriculum.

Recognise and accredit a trainee teacher's existing experience and skills: This will focus on the relevant experience and skills the trainee has developed in teaching and training and in any work experience they may have in their particular vocation, craft or profession. In placing emphasis on progression for trainees and offering them RPL, it is essential to have a system in place so that the process can be seen as fair but robust.

Develop the English, mathematics and ICT skills of trainee teachers: When this is done effectively, trainees not only make progress with their own skills but also gain confidence and competence in recognising and addressing the English, mathematics and ICT needs of their learners.

Ensure that theory is applied to practice: Linking theory and practice comprehensively across the curriculum remains important. Although an area that has improved, it needs continuing vigilance given that a common criticism from Ofsted over the years has been that some trainees do not demonstrate the link between theory and practice. The mandatory QCF units in the *Level 5 Diploma in Education and Training* are intended to support this.

Specialist development: Careful consideration should be given as to how trainees can be supported through the curriculum while developing specialist skills. Mentors are often regarded as the mainstay of specialist support within the workplace. However, it will be useful to explore other opportunities for support such as small-group work, groupings and activities using a virtual learning environment (VLE), regional groupings (where feasible) and other approaches that will help bring together trainees of the same or similar subjects.

4.2 Effective teaching practice

As ITE programmes are about developing professional teachers, observation of teaching by trainee teachers is crucial. Reflection on observations provides good opportunities to relate theory to practice. The trainee teacher must be able to demonstrate the understanding they have developed from the ITE programme in their own teaching and show how the course has contributed to improvements in their teaching.

Research has shown this area continues to require further development. A recently commissioned investigation⁶ into making the most of teaching practice identified the following key principles for ensuring success.

Support the trainee teacher to extend their breadth of experience: Encouraging trainees to learn from other practitioners both within and outside their ITE cohort will widen their experience. Examples include networking with other trainees to discover and share expertise, visiting other organisations and sharing and discussing the results of online research.

Plan how to work between organisations (where appropriate): It is worth investing time in working out processes to support effective teaching practice that can operate across different organisations. This is particularly useful where several learning organisations are working jointly in the delivery of ITE, such as a higher education institution and its partner providers. It is also important to consider when trainees are coming to ITE provision from other employer providers. Plans and actions for working between organisations include:

- identifying who takes responsibility for developing and supporting effective teaching practice in each organisation, and then sharing that responsibility across the organisation as appropriate;
- integrating quality assurance to ensure that all trainees gain a high quality experience whatever their employer context; and
- encouraging the identification of internal and external opportunities for varied teaching practice, to enable trainees to teach at different levels and in different contexts.

Co-ordinate mentoring: Mentoring is an important part of developing and supporting teachers, particularly during their early career. Planning how mentoring will work as part of an ITE programme can be a good place to start for ensuring effective teaching practice. Plans and actions for co-ordinating mentoring of trainees include:

- supporting trainees and their employing organisations in finding suitable mentors;
- drawing on the expertise of those in employing organisations who are experienced mentors;
- providing information and guidance for those involved in mentoring;
- providing opportunities for mentors and trainees to reflect on their mentoring experience; and
- gathering or creating resources designed to help set up and support effective mentoring.

⁶ [*Developing & Supporting Effective Teaching Practice in the Lifelong Learning Sector: Guidance for providers \(LLUK/ACETT, 2010\)*](#)

4.3 Effective working within an ITE partnership

Working with other providers or other organisations (including employers) can significantly benefit trainee teachers and impact on the quality of teaching and learning. An effective partnership has supportive, equal relationships at its heart, a shared commitment to developing and producing improvements in teaching, and a capacity to develop and improve an innovative ITE curriculum. This works best when supported by rigorous and comprehensive quality assurance and an open and expansive view of professionalism.

Commitment to excellence in teaching: Where there is a genuine commitment (shared by teachers and all other staff) to helping all teachers improve and to providing the resources, including time and support, that will enable that to happen, it can be seen to have a beneficial impact.

Joint curriculum development, management and quality assurance: The best providers, partnerships and consortia make effective use of joint curriculum development, management and quality assurance. It is developed and tested by all and is common across all providers but locally managed and makes use of the most up-to-date sector and teaching and learning research.

Local, regional and national networks: The Centres for Excellence in Teacher Training (CETTs), universities and awarding organisations have all shown that networking across provider and geographical boundaries can help with a wide range of issues, information and support.

4.4 Further support

The following resources can support ITE providers in the development of the new programmes.

Excellence Gateway

The home page for all qualifications and skills work at LSIS can be found at www.excellencegateway.org.uk/node/57.

All guidance documents for the new FE teaching qualifications can be found at www.excellencegateway.org.uk/node/24150.

Ofsted reports

Specific reports on universities and their partners can be found by identifying the university. All phases of teacher education (primary, secondary and further education where applicable) are included in the same report. The home page is at www.ofsted.gov.uk.

Ofsted produce annual reports on initial teacher training in further education. The latest is, [*The initial training of further education and skills teachers: Findings from 2011–12 inspections of courses leading to awarding body qualifications \(Ofsted, September 2012\)*](#).

They also produce reports on specific aspects that may be helpful in supporting curriculum issues in teacher training. An example is, [*Tackling the challenge of low numeracy skills in young people and adults \(Ofsted, April 2011\)*](#).

Partnerships and networks

You may find partnerships and networks offer guidance, based on their own work. One example of such a network is Teacher Education in Lifelong Learning (TELL). Their web site can be found at <http://teachereducatoruk.wikispaces.com/>.

The following sections feature some of the resources available online that might help providers develop and deliver their qualifications. Sites are listed alphabetically and comments are included in some cases:

General resources for all

- BIS FE policy on the Gov.uk website.
This provides a useful synthesis of policies and actions related to improving the quality of further education and skills training. See www.gov.uk/government/policies/improving-the-quality-of-further-education-and-skills-training.
- Excellence Gateway
The LSIS gateway to resources supporting professional development in the further education and skills sector. See www.excellencegateway.org.uk.
- FE Advice
A free service staffed by experienced education practitioners and teacher trainers with extensive knowledge of further education, FE teacher training and associated qualifications. The service offers confidential, specialist advice on all aspects of working in the FE and skills sector. See www.excellencegateway.org.uk/feadvice.

Other resources

- Centres of Excellence in Teacher Training (CETTs)
Networks of partnerships of organisations involved in initial teacher training and continuing professional development in the further education sector. See http://cett.excellencegateway.org.uk/content/what_are_cetts.htm.
- CETTs Mentoring Compendium
The CETTs have collected together a wide selection of information, supporting resources, and training programmes covering a range of themes around mentoring and coaching. It can be found at http://cett.excellencegateway.org.uk/content/resources_services/themes.htm.
- Collegenet
A useful 'Update' circular is published each term, which offers a wider selection of Collegenet downloads and key FE research and Ofsted documents including the 'Diamond Lesson Plan'. See www.collegenet.co.uk.
- CRADLE
The Centre for Research and Development in Lifelong Education (CRADLE) focuses on research into further education policy and practice with particular emphasis on the early years of a teacher or trainer's career. See www.wlv.ac.uk/default.aspx?page=33749.

- E-learning for Initial Teacher Trainers
JISC RSC Advisors have developed a website to share expertise and knowledge in teacher education with a focus on the lifelong learning sector. See <http://initialteachertraining.jiscinvolve.org/wp/>.
- FE News
Online news magazine for further education, skills and work-based learning. It is available at www.fenews.co.uk/.
- IfL
The independent and practitioner-led professional membership body with voluntary membership for teachers, trainers and assessors. Their website is www.ifl.ac.uk.
- Itslife
An independent website containing a wide range of resources to support ITE in the sector. It can be found at www.itslifejimbutnotasweknowit.org.uk.
- PCET network
The Post Compulsory Education and Training (PCET) Network is a dedicated, UK-based, further education website designed to support further education teachers from all subject disciplines. It can be found at www.pcet.net.
- Teacher Educator UK
A collaborative and independent website that provides news, views, resources and networking for UK teacher educators in the sector. See <http://teachereducatoruk.wikispaces.com>.
- Teaching in Lifelong Learning journal: a journal to inform and improve practice
This journal, issued once or twice a year, supports initial teacher training and continuing professional development across the wider lifelong learning sector, including higher education. Articles are free to download. Editions can be found at <http://eprints.hud.ac.uk/journal/till/>.

Annex 1 Overview of the Education and Training qualifications

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

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

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

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

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

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

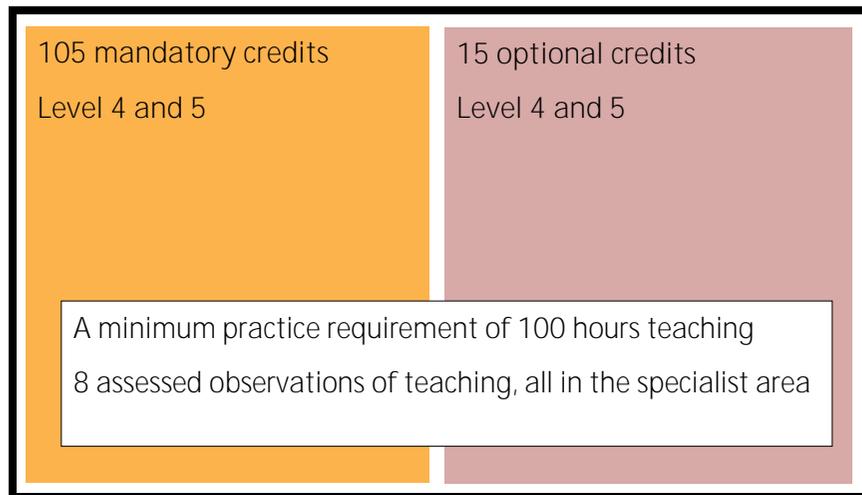
Level 5 Diploma in Education and Training (QCF) with a specialist pathway – 120 credits⁷

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

⁷ 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.

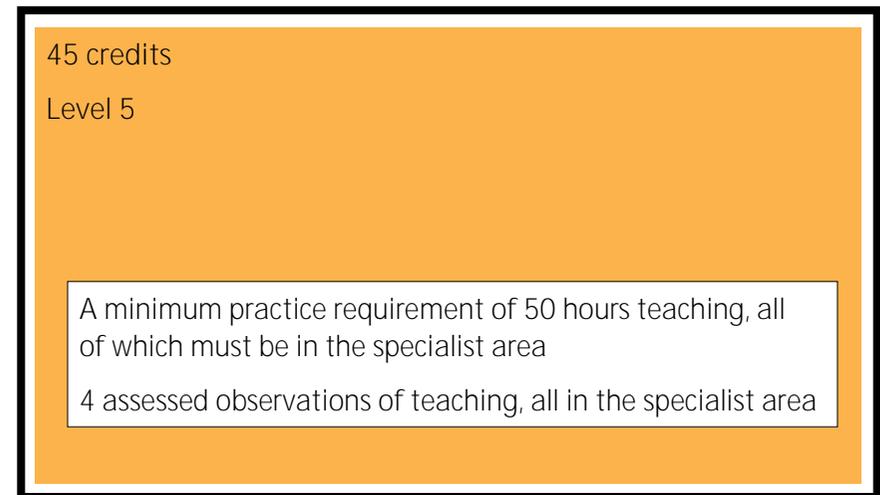
Level 5 integrated specialist diplomas – 120 credits

- 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)⁸
- 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 ESOL⁹
- Level 5 Diploma in Teaching Mathematics: Numeracy
- Level 5 Diploma in Teaching Disabled Learners



⁸ This qualification, covering two specialist areas, is 135 credits. All of the credits are mandatory. It has different practice requirements.

⁹ This qualification, covering two specialist areas, is 60 credits. It has different practice requirements.

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