

Qualification Specification

Focus Awards Level 5 Diploma in Education
and Training (RQF)

601/8122/9



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Focus Awards Level 5 Diploma in Education and Training (RQF)

Qualification Details

QRN: 601/8122/9

Credit: 120

GLH: 390

TQT: 728

Qualification Purpose

The Focus Awards Level 5 Diploma in Education and Training (RQF) is intended for those who wish to enter into a teaching role and for those who have worked in assessing roles and wish to progress on to a teaching qualification. The qualification is also suitable for trainee teachers as well as those who have experience in a teaching role.

The Focus Awards Level 5 Diploma in Education and Training (RQF) provides learners with the knowledge and understanding of delivering education and training, assessing learners, planning in education and training, using resources in the delivery in education and training and understanding the roles, responsibilities in education and training.

Learner Entry Requirements

Learners should be competent in literacy and numeracy to help with elements of communication. This is at the discretion of the centre as they may decide to use diagnostic testing methods to ascertain how they can support learners.

Minimum core of literacy, language, numeracy and ICT

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

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

Each of these sections comprises two parts

- Part A knowledge and understanding

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- Part B personal skills

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

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

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

Requirements for personal skills in English, Mathematics and ICT elements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. If trainees join the qualification programme having already completed a Level 3 Award in Education and Training or a Level 4 Certificate in Education and Training, their record of development needs and any previous actions taken to address them should inform opportunities to continue the development of these skills as required by the appropriate minimum core elements. Opportunities to develop these personal skills should be made available across the mandatory units as a minimum throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed by trainees are those most appropriate for their professional role.

Age Ranges

Entry is at the discretion of the centre; however learners should be 19+ to undertake this qualification.

Geographical Coverage

This qualification has been accredited for use in England and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Focus Awards Reasonable Adjustments and Special Consideration Policy.'

Assessment Methods

Each learner is required to create portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Focus Awards Level 5 Diploma in Education and Training (RQF)**

- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

All evidence must be cross referenced to unit outcomes, simulation may not be allowed in all units.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

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

Useful websites and supporting materials

You will find useful websites and supporting materials here:

- www.focusawards.org.uk
- Ofqual.gov.uk

Qualification Structure/Rules of Combination

To successfully achieve the Level 5 Diploma in Education and Training (RQF) learners must achieve **75 credits** from **4 Mandatory Units** and **45 credits** from the optional units totalling in a **120 credits**. At least **6 credits** must be at level 5.

Unit Title	Unit Ref	Level	GLH	Credit
Mandatory units				
Teaching, learning and assessment in education and training	T/507/9024	4	65	20
Developing teaching, learning and assessment in education and training	A/507/9025	5	65	20
Theories, principles and models in education and training	F/507/9026	5	60	20
Wider professional practice and development in education and training	J/507/9027	5	50	15

Optional Units				
Action learning to support development of subject specific pedagogy	L/507/9028	5	50	15
Action research	R/507/9029	5	50	15
Delivering employability skills	J/507/9030	4	20	6
Develop and prepare resources for learning and development	L/507/9031	4	25	6
Develop learning and development programmes	Y/507/9033	4	30	6
Developing, using and organising resources in a specialist area	H/507/9049	5	50	15
Effective partnership working in the learning and teaching context	Y/507/9050	4	50	15
Engage with employers to facilitate workforce development	D/507/9051	4	30	6
Equality and diversity	H/507/9052	4	25	6
Evaluating learning programmes	K/507/9053	4	15	3
Identify the learning needs of organisations	M/507/9054	4	30	6
Inclusive practice	T/507/9055	4	50	15
Internally assure the quality of assessment	A/507/9056	4	45	6
Manage learning and development in groups	F/507/9057	4	30	6
Preparing for the Coaching Role	J/507/9058	4	15	3
Preparing for the Mentoring Role	L/507/9059	4	15	3
Preparing for the personal tutoring role	F/507/9060	4	15	3
Principles and practice of lip-reading teaching	J/507/9061	4	48	12
Specialist delivery techniques and activities	L/507/9062	4	30	9
Teaching in a specialist area	R/507/9063	4	50	15

Understanding and managing behaviours in a learning environment	Y/507/9064	4	20	6
Understanding the principles and practices of externally assuring the quality of assessment	D/507/9065	4	45	6
Understanding the principles and practices of internally assuring the quality of assessment	H/507/9066	4	45	6
Literacy and ESOL and the learners	T/507/9069	5	60	20
Literacy and ESOL theories and frameworks	K/507/9070	5	60	20
Literacy and the learners	A/507/9073	5	40	15
ESOL and the learners	L/507/9076	5	40	15
ESOL theories and frameworks	R/507/9077	5	40	15
Action learning for teaching in a specialist area of disability	Y/507/9078	5	40	15
Understanding theories and frameworks for teaching disabled learners	D/507/9079	5	40	15
Numeracy and the learners	R/507/9080	5	40	15
Numeracy knowledge and understanding	Y/507/9081	5	40	15
Managing behaviours in a learning environment	D/507/9082	5	20	6

Requirements for Tutors:

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for assessors:

Assessors will be required to hold, or be working towards a relevant assessing qualification. This may include qualifications such as the Level 3 Certificate in Assessing Vocational Achievement, or the Level 3 Award in Assessing Competence in the Work Environment. Focus Awards will however; consider other relevant assessing qualifications upon submission. Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor. Assessors must also be able to show they are occupationally competent within the sector area.

Requirements for Internal Quality Assurers (IQA):

Internal Quality Assurers should hold or be working towards an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.