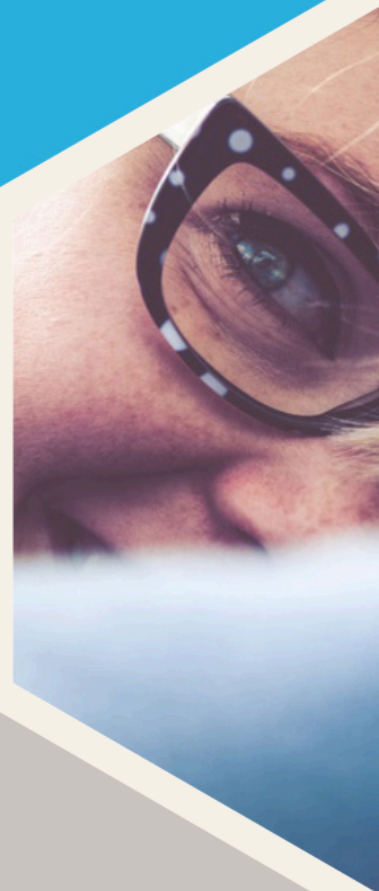
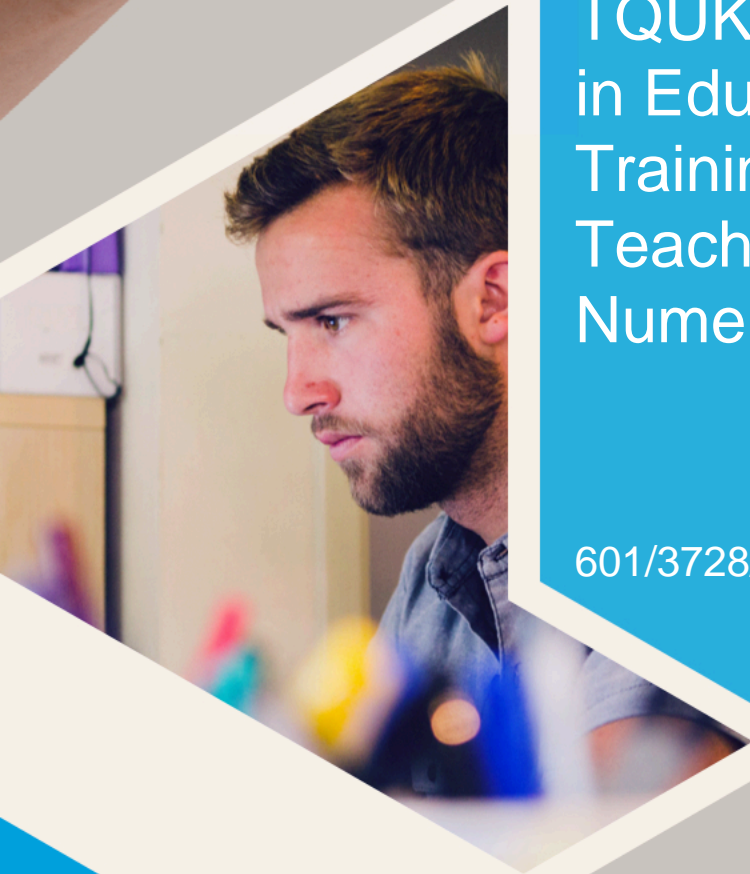




# TQUK Level 5 Diploma in Education and Training (including Teaching Mathematics: Numeracy) (RQF)

601/3728/9



# Qualification Summary

## Key Information

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**Level**

Level 5

**Sector**

Education &amp; Training

**Internal/External**

Internal

**Qualification Type**

Occupational Qualification

**Assessment Language**

English

**Recommended Minimum Age**

19

**Total Credits**

120

**Operational Start Date**

01/07/2014

**Assessment Methods**

Portfolio of Evidence

**SSA**

13.1 Teaching and lecturing

**Qualification Status**

Available To Learners

**Permitted Delivery Types**Blended  
Classroom  
Distance  
Online**Guided Learning Hours**

360

**Overall Grading Type**

Pass/Fail



## Introduction

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**Brand Guidelines**

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**Visit [www.tquk.org](http://www.tquk.org)  
in order to stay up to  
date with the latest  
qualification news.**





## Welcome to TQUK

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation, sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#) website.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.



## Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification. Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on [www.tquk.org](http://www.tquk.org). Qualification specifications can be found also be found on [www.tquk.org](http://www.tquk.org). Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact [TQUK](#).



## Brand Guidelines

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there **must** be no changes or amendments made to it, in terms of colour, size, border and shading. The logo **must** only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo **must** be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK **should** be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK **should** be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it **must** immediately discontinue the use of TQUK's logo, name and qualifications.





# Qualification Details

## The Qualification

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The TQUK Level 5 Diploma in Education and Training (including Teaching Mathematics: Numeracy) (RQF) is regulated by Ofqual.

## Qualification Purpose

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This qualification is one pathway of the Level 5 Diploma in Education and Training including a specialist pathway. It prepares trainee teachers to teach in a range of generic and specialist contexts. There is a significant practice requirement as these qualifications assess, and provide evidence of, competence when undertaking teaching and/or training responsibilities.

The TQUK Level 5 Diploma in Education and Training (including Teaching Mathematics: Numeracy) can meet the needs a range of trainee teachers, including:

- Individuals who are not currently teaching and training but who can meet both the generic and specialist practice requirements, including the observed and assessed practice requirements, of the qualification;
- Individuals who are currently teaching and training (including those who have just begun teaching and training) who can meet both the generic and specialist practice requirements, including the observed and assessed practice requirements, of the qualification;
- Individuals who have already achieved the standalone diploma in Teaching Mathematics: Numeracy. These learners can transfer can transfer credit from the units they have already achieved as part of their standalone qualification.

The TQUK Level 5 Diploma in Education and Training (including Teaching Mathematics: Numeracy) and other pathways of the Level 5 Diploma in Education and Training including a specialist pathway (RQF) are recognised as equivalent to Certificate of Education qualifications in the FEHQ.

## Links to other qualifications in the Education and Training suite

It is not necessary for learners undertaking this qualification to have previously achieved either the Level 3 Award in Education and Training or the Level 4 Certificate in Education and Training. However where learners have achieved a previous qualification no credit or observed and assessed practice can be transferred from the Level 3 Award in Education and Training

Individuals who have completed the Level 4 Certificate in Education and Training should have their prior achievement recognised; RPL will apply between the mandatory credit from the Level 4 Certificate in Education and Training and the Level 4 unit Teaching, learning, and assessment in education and training, from the TQUK Level 5 Diploma in Education and Training (including Teaching Mathematics: Numeracy) . Learners must demonstrate that their prior learning meets the requirements of Level 4.

Learners may also use some of the evidence of practice, including observed and assessed practice, to meet the practice requirements for the Level 4 unit Teaching, learning and assessment in education and training and towards the overall minimum practice requirements, including observed and assessed practice requirements, for a TQUK Level 5 Diploma in Education and Training (including Teaching Mathematics: Numeracy).

## Entry Requirements

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All trainee teachers should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. Where trainee teachers have already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous action taken to address them should be reviewed and updated as required.

Potential teacher trainees wishing to take this specialist pathway will need to evidence Level 3 personal skills in mathematics.

The recommended minimum age for this qualification is 19 years and above.

## Progression

Successful learners can progress to other qualifications such as:

- Level 5 Diploma in Education and Training (including teaching English: Literacy)
- Level 5 Diploma in Education and Training (including teaching English: ESOL)
- Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL)
- Level 5 Diploma in Education and Training (including teaching Disabled Learners)
- Level 4 Award in the Internal Quality Assurance of Assessment Process and Practice
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

## Structure

Learners must achieve a minimum of 120 credits from the mandatory units

### Mandatory Units

Unit ref.	Title	Level	GLH	Credit Value
R/505/0923	Developing teaching, learning and assessment in education and training	5	65	20
K/505/0765	Numeracy and the learners	5	40	15
H/505/0764	Numeracy knowledge and understanding	5	40	15
M/505/0766	Numeracy teaching and learning	5	40	15
H/505/0912	Teaching, learning and assessment in education and training	4	65	20
A/505/0818	Theories, principles and models in education and training	5	60	20
J/505/0837	Wider professional practice and development in education and training	5	50	15

### Barred Units

There are no barred units.

## Duration

### Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training. Guided Learning Hours for this qualification is 360.

### Directed Study

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 840 hours over the cycle of the programme.

### Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning. Total Qualification Time for this qualification is 1200 hours.

## Grading and Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

### **Observed and assessed practice requirement**

The practice component is a vital aspect of high-quality initial teacher training.

There is a requirement for a minimum of 100 hours of practice and a requirement to evidence working with groups of learners to achieve this qualification. Of the 100 hours, 50 hours must be in the context of the specialist area.

Effective teaching practice experience should ideally include:

- Different teaching practice locations/settings/contexts;
- Teaching across more than one level;
- Teaching a variety of learners;
- Teaching individuals and groups;
- Experience of non-teaching roles; and
- Gaining subject-specialist knowledge through workplace mentoring

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

There must be a minimum of eight observations totalling a minimum of eight hours, with at least four of the observations in the specialist (numeracy) context:

- Any single observation must be a minimum of half an hour
- Observations should be appropriately spaced through the learning programme and take into account learner progress

All observations are linked to the following units:

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

All learning outcomes must be met to achieve a Pass - there is no grading.

## Centre Recognition

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To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUKs qualifications. The policies and procedures will also support a recognised centres quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

## Support from TQUK

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Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support

centres with any administration queries or qualification support.

## Qualification Delivery

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### Pre-Qualification Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

### Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learners current knowledge and/or skills. Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centres responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

### Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUKs procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

## Requirements

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### Trainer/Assessor

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

### Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.



Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## Centre Devised Assessment

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We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

## Useful Resources

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### Websites

Health and Safety Executive

Office of Qualifications and Examinations Regulation

Register of Regulated Qualifications

Health and Safety Executive NI

Excellence Gateway <http://www.excellencegateway.org.uk/>

National Research and Development Centre for Adult Literacy and Numeracy [www.nrdc.org.uk](http://www.nrdc.org.uk)

Department for Education <http://www.education.gov.uk/> Education and Training foundation

LLUK have archived their website; follow the attached link to view the documents archived <http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/>

Education & Skills Funding Agency for public funding information for 14+ learners in England <https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

### Reading List for Learners

Castle P & Buckler S (2009) How to be a Successful Teacher London SAGE Publications Ltd

Gravells A (2013) The Award in Education and Training London Learning Matters

Gravells A (2013) Passing Assessments for The Award in Education and Training London Learning Matters

Gravells A (2012) Achieving your TAQA Assessor and Internal Quality Assurer Award Exeter Learning Matters

[www.hse.gov.uk](http://www.hse.gov.uk) [www.ofqual.gov.uk](http://www.ofqual.gov.uk) <http://register.ofqual.gov.uk> <https://www.hseni.gov.uk/>

Gravells A & Simpson S (2012) Equality and Diversity in the Lifelong Learning Sector (2nd Edn) London Learning Matters

Gravells A (2012) What is Teaching in the Lifelong Learning Sector? London Learning Matters

Kidd W & Czerniawski G (2010) Successful Teaching 14-19 London SAGE Publications Ltd

Ofqual (2009) Authenticity A Guide for Teachers. Coventry: Ofqual.

Peart S & Atkins L (2011) Teaching 14-19 Learners in the Lifelong Learning Sector Exeter Learning Matters Powell S & Tummons J (2011) Inclusive Practice in the Lifelong Learning Sector Exeter Learning Matters Read H (2011) The Best Assessors Guide Bideford Read On Publications

Reece I and Walker S (2007) Teaching, Training and Learning: A Practical Guide (6th Ed) Tyne & Wear Business Education Publishers

Vizard D (2012) How to Manage Behaviour in Further Education London Sage Publications Ltd Wallace S (2007) Managing Behaviour in the Lifelong Learning Sector Exeter Learning Matters

Wallace S (2011) Teaching, Tutoring and Training in the Lifelong Learning Sector (4th Edn) Exeter Learning Matters

### Website List for Learners

Ann Gravells Ltd [www.anngravells.co.uk](http://www.anngravells.co.uk) (teaching information and resources)

Assessment tools library (literacy, numeracy, ESOL, dyslexia) - <http://archive.excellencegateway.org.uk/page.aspx?o=toolslibrary>

Brainboxx teaching resources - [www.brainboxx.co.uk](http://www.brainboxx.co.uk) Educational Theory [www.businessballs.com](http://www.businessballs.com) Equality and Diversity Forum [www.edf.org.uk](http://www.edf.org.uk)

Initial Assessment Tools [www.toolslibrary.co.uk](http://www.toolslibrary.co.uk) Institute for Learning - [www.ifl.ac.uk](http://www.ifl.ac.uk)

Learning Styles [www.vark-learn.com](http://www.vark-learn.com)

National Institute of Adult Continuing Education - [www.niace.org.uk](http://www.niace.org.uk) Plagiarism - <http://plagiarism.org>

Post Compulsory Education and Training Network [www.pcet.net](http://www.pcet.net)

Qualifications and Credit Framework (QCF) <http://www.ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/>

Teaching resources - <http://excellence.qia.org.uk/golddust/>

