



TQUK Level 5 Diploma in Education and Training (RQF)

601/2717/X



Qualification Summary

Key Information

Level

Level 5

Sector

Education & Training

Internal/External

Internal

Qualification Type

Occupational Qualification

Assessment Language

English

Recommended Minimum Age

19

Total Credits

120

Operational Start Date

01/03/2014

Assessment Methods

Portfolio of Evidence

SSA

13.1 Teaching and lecturing

Qualification Status

Available To Learners

Permitted Delivery TypesBlended
Classroom
Distance
Online**Guided Learning Hours**

360

Overall Grading Type

Pass/Fail



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**Visit 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 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. Qualification specifications can be found also be found on 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

The TQUK Level 5 Diploma in Education and Training (RQF) is regulated by Ofqual.

Qualification Purpose

The TQUK Level 5 Diploma in Education and Training is suitable for teachers, trainers and tutors working in further education, adult and community learning or work-based training within public, private, voluntary or community organisations.

It can meet the needs of a range of trainee teachers, including:

- Planning and developing schemes of work
- Delivering learning sessions
- Developing teaching and learning strategies
- Assessment practices

A range of optional units are available, including some units from the Learning and Development suite. These units require practice to be assessed.

Learners must be willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan.

Entry Requirements

There are no specific entry requirements. There may be a requirement by the employer for learners to be checked by the Disclosure and Barring Service: <https://www.gov.uk/disclosure-barringservice-check/overview> or if they intend to work with learners who are covered by these regulations (formerly Criminal Records Bureau (CRB)). It is the learner's responsibility to seek advice from their employer regarding this.

Learners must meet the following minimum criteria:

- Reading and communication skills should be adequate to meet the requirements of the training.
- Do not have a criminal background which prevents them working, with young people or vulnerable adults, as a teacher.
- Hold a relevant qualification at a level above that of their learners; ideally at least Level 3 in their area of specialism
- Minimum core of literacy, language, numeracy and ICT

Individuals are not required to have achieved a Level 3 Award in Education and Training or a Level 4 Certificate in Education and Training before undertaking a Level 5 Diploma in Education and Training. However, some individuals may already have completed one or both of these qualifications.

Individuals who have completed the Level 3 Award in Education and Training and who are progressing directly to the Level 5 Diploma in Education and Training cannot bring forward any credit or observed and assessed practice.

Individuals who have completed the Level 4 Certificate in Education and Training who are progressing to an HEI-validated qualification at Level 5 or above may have their level 4 credit recognised in line with that higher education institutions arrangements for the recognition of prior learning (RPL). Learners who are progressing to an AO-accredited Level 5 Diploma in Education and Training should have their prior achievement recognized.

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 Level 5 Diploma of Education and Training. Trainees should not be required to present further evidence other than that necessary to demonstrate that their prior learning is at Level 4.

Learners may use some of the evidence for 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 the Level 5 Diploma in Education and Training.

The qualification is suitable for learners of 19 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

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

Structure

Learners must achieve a minimum of 120 credits from two unit groups. Learners must achieve a minimum of 61 credits at Level 5.
Group A - 75 credits Group B - 45 credits

Mandatory Units

Unit ref.	Title	Level	GLH	Credit Value
R/505/0923	Developing teaching, learning and assessment in education and training	5	65	20
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

Optional Units

Unit ref.	Title	Level	GLH	Credit Value
A. Optional Units				
J/505/0756	Action learning for teaching in a specialist area of disability	5	40	15
T/503/5380	Action research	5	50	15
M/505/1089	Delivering employability skills	4	20	6
A/502/9547	Develop and prepare resources for learning and development	4	25	6
M/502/9545	Develop learning and development programmes	4	30	6
H/505/1090	Developing, using and organising resources in a specialist area	5	50	15
Y/503/5310	Effective partnership working in the learning and teaching context	4	50	15
D/502/9556	Engage with employers to facilitate workforce development	4	30	6
Y/503/5789	Equality and diversity	4	25	6
F/505/0786	ESOL and the learners	5	40	15
A/505/0785	ESOL theories and frameworks	5	40	15
K/505/1091	Evaluating learning programmes	4	15	3
H/502/9543	Identify the learning needs of organisations	4	30	6
L/503/5384	Inclusive practice	4	50	15
A/601/5321	Internally assure the quality of assessment	4	45	6
L/505/0791	Literacy and ESOL and the learners	5	60	20

J/505/0790	Literacy and ESOL theories and frameworks	5	60	20
L/505/0774	Literacy and the learners	5	40	15
J/505/0773	Literacy theories and frameworks	5	40	15
Y/505/0776	Literacy, ESOL and the learners	5	40	15
A/502/9550	Manage learning and development in groups	4	30	6
M/505/3912	Managing behaviours in a learning environment	5	20	6
K/505/0765	Numeracy and the learners	5	40	15
H/505/0764	Numeracy knowledge and understanding	5	40	15
J/505/0188	Preparing for the coaching role	4	15	3
L/505/0189	Preparing for the mentoring role	4	15	3
T/505/1093	Preparing for the personal tutoring role	4	15	3
R/504/0229	Specialist delivery techniques and activities	4	30	9
J/505/1096	Teaching in a specialist area	4	50	15
Y/505/1099	Understanding and managing behaviours in a learning environment	4	20	6
F/601/5322	Understanding the principles and practices of externally assuring the quality of assessment	4	45	6
T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	45	6
Y/505/0759	Understanding theories and frameworks for teaching disabled learners	5	40	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.

Centres are able to choose appropriate assessment methods providing all the requirements of the qualification can be met. Centres should take a holistic approach where possible i.e. giving learners the opportunity to demonstrate several assessment criteria from different units at the same time. Academic referencing e.g. using quotes from text books within learners work is a requirement at level 4 and level 5.

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.

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

Teaching Practice Requirement

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.

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

There are different practice requirements for each unit in this qualification.

Observed and Assessed Practice Requirements:

There must be a minimum of eight observations totalling a minimum of eight hours. This excludes any observed practice completed as part of the Level 3 Award in Education and Training. Any single observation must be a minimum of half an hour.

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teachers progress.

For the Education and Training units, practice must be in a teaching and learning environment. As stated above, there is a requirement for a minimum of eight observations of practice. The eight observations must be linked to 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)

TQUK recommends that a holistic approach should be taken to observed and assessed practice. This is so that each observation and assessment of practice enables trainee teachers to provide evidence for the two units identified above.

To be eligible for the award of credit for any one of the above two units, a trainee teacher must be able to provide evidence of a minimum of two assessed observation of practice that meet the required standard of practice. To be eligible for the award of credit for all both units, a trainee teacher must be able to provide evidence of a minimum of eight assessed observations of practice that meet the required standard of practice. Also, note that achievement of the unit Theories, Principles and Models in Education and Training (Level 5) is a prerequisite for achievement of the unit Developing Teaching, Learning and Assessment in Education and Training (Level 5).

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

Some optional units from the Education and Training suite also require practice, including observation and assessment of practice. The number of observations of practice required and the number of hours to be observed and assessed are not specified for these optional units. These requirements are in addition to the observed and assessed practice requirements for the mandatory units

Transfer of Practice

There is no transfer of practice, including observed and assessed practice, from a previously achieved Level 3 Award in Education and Training.

Trainee teachers who have achieved the Level 4 Certificate in Education and Training can transfer twenty hours of practice and two hours of observed and assessed practice towards the practice requirements for the Level 5 Diploma in Education and Training.

Centre Recognition

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

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

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

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

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

Websites

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

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

National Research and Development Centre for Adult Literacy and Numeracy www.nrdc.org.uk

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

Education and Training foundation www.et-foundation.co.uk/

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 for public funding in Northern Ireland.

