



Qualification Specification
Education and Training (QCF)
Version 2.0

This qualification specification covers the following qualifications:

Qualification Title	Qualification Number
Gateway Qualifications Level 3 Award in Education and Training (QCF)	601/2324/2
Gateway Qualifications Level 4 Certificate in Education and Training (QCF)	601/2444/1
Gateway Qualifications Level 5 Diploma in Education and Training (QCF)	601/2445/3

About this qualification specification

This qualification specification is intended for Tutors, Assessors, Internal Quality Assurers, Centre Quality Managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification you must be a Gateway Qualifications recognised centre. If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 873023

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/recognition

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1. Qualification Information

1.1 About the qualifications

The qualifications have been approved by Ofqual, the regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland.

The suite of Education and Training qualifications incorporate the new qualifications that replace the Level 3 Award in Preparing to teach in the Lifelong Learning Sector (PTLLS), Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) and Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS).

Gateway Qualifications Level 3 Award in Education and Training

This qualification is a knowledge based introduction to teaching and/or training which has no teaching /training practice requirement. The qualification is the introductory qualification to a suite of teaching qualifications developed with The Learning and Skills Improvement Service (LSIS). It is not a teaching qualification.

The qualification is for learners:

- who work, or want to work as teachers/trainers in the further education and skills sector.
- who are not in a teaching/training role, or who have just started a teaching /training role.
- who want a short qualification to enable them to make career choices.
- who have already achieved some Learning and Development units that can be carried forward into this qualification.
- are delivering education and training in any learning environment.

The qualification covers the knowledge and skills required by teachers/trainers in the further education and training skills sector:

- the roles, responsibilities and relationships in education and training.
- inclusive teaching and learning approaches.
- assessment of learners.
- facilitating learning and development for individuals.
- facilitating learning and development in groups.
- understanding principles and practices of assessment.

Learners who successfully complete this qualification will have a fundamental understanding of the roles and responsibilities of a teacher /trainer in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. They will be able to sequence learning, plan and deliver sessions, using appropriate resources and teaching methods. They will also be able to identify the characteristics of effective assessment and feedback.

Gateway Qualifications Level 4 Certificate in Education and Training

This is a first stage teaching qualification which has a teaching/training practice requirement. It is an 'in service' qualification designed for those working or wishing to work as teachers/trainers in England. It requires observation and assessment of performance.

The qualification is for:

- those who work, or want to work as teachers/trainers in the further education and skills sector.
- learners who have just started a teaching/training role.
- teachers/trainers who are seeking career progression in their area of work. those working with learners on a one-to-one bases.
- learners who teach in industry.
- learners who have already achieve some Learning and Development units that can be counted in this qualification.
- assessors who wish to achieve a teaching/training qualification.

All learners, whether pre-service or in-service must have access to a minimum of 30 hours of teaching practice.

The qualification covers the knowledge and skills required by teachers/trainers in the further education and training skills sector:

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

Learners who successfully complete this qualification will have a fundamental understanding of the roles and responsibilities of a teacher/trainer in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. They will be able to use initial and diagnostic assessments and plan and deliver inclusive teaching and learning. They will also be able to assess learning and use appropriate resources to support effective learning.

Gateway Qualifications Level 5 Diploma in Education and Training

This qualification prepares trainee teachers to teach in a wide range of contexts including further, adult or community education or work-based learning. The qualification confirms occupational competence in teaching in these settings, and combines the study of underpinning theories, frameworks and research into effective teaching and learning alongside the development of practical teaching skills. It requires observation and assessment of performance.

The qualification is for learners who:

- work, or want to work as teachers/trainers in the further education and skills sector.
- have just started a teaching/training role.
- are pre-service and in-service learners who need a teaching qualification to confirm occupational competence for their role as a teacher, trainer or tutor within an FE college, Adult and Community Learning Centre or Training Provider.
- are teachers/trainers who are seeking career progression in their area of work. those working with learners on a one-to-one bases.
- are learners who teach in industry.
- are learners who have already achieve some Learning and Development units that can be counted in this qualification.
- are assessors who wish to achieve a teaching/training qualification.

There is a practice requirement of a minimum of 100 hours of teaching and there must be a minimum of eight observations of practice, totalling a minimum of eight hours.

The qualification covers the knowledge and skills required by teachers/trainers in the further education and training skills sector:

- theories, principles and models in education and training, such as in relation to learning, communication, assessment, curriculum development and evaluation, and how to apply them to own practice.
- teaching, learning and assessment in education and training, such as roles, responsibilities and relationships, using initial and diagnostic assessment to agree individual learning goals with learners, planning and delivering inclusive teaching, creating and maintaining a safe, inclusive teaching and learning environment and assessing learning.
- understanding professionalism and the influence of professional values in education and training, the policy context of education and training, the impact of accountability to stakeholders and external bodies on education and training, the organisational context of education and training and how to contribute to the quality improvement and quality assurance arrangements of an organisation.

Learners who successfully complete this qualification will take an analytical and practical approach to all aspects of planning, delivering and assessing inclusive teaching and learning. Whilst doing this, candidates will embed theories and principles in education and training and demonstrate them in their practice.

Learners will also carry out research into professionalism in education and training policies and consider their impact on their role and their accountability as a teacher/trainer. Candidates will also have the opportunity to contribute to quality improvement and quality assurance within their own organisation.

1.2 Objective

The objectives of the **Gateway Qualifications Level 3 Award in Education and Training (QCF)** are that it is a qualification that:

- indicates an individual can undertake a specific role in the workplace and that may be relied upon by employers
- is taken by learners for their own growth as a progression route to teaching.

The objectives of the **Gateway Qualifications Level 4 Certificate and Level 5 Diploma in Education and Training (QCF)** are that it is a qualification that:

- indicates an individual can undertake a specific role in the workplace and that may be relied upon by employers
- is taken by learners for their own growth as a progression route to teaching.

1.3 Key Facts

Qualification Title in full	Credit Value	Min and Max Guided Learning Hours
Gateway Qualifications Level 3 Award in Education and Training (QCF)	12	48-61
Gateway Qualifications Level 4 Certificate in Education and Training (QCF)	36	140-204
Gateway Qualifications Level 5 Diploma in Education and Training (QCF)	120	360-510

1 credit is 10 hours of notional learning time. Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Guided Learning Hours is the number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification.

Some learners will be able to achieve these units in a shorter time, other learners, particularly those with additional support requirements will take much longer.

1.4 Funding

For information regarding potential sources of funding please visit the following websites;

The Education Funding Agency <http://www.education.gov.uk/aboutdfe/executiveagencies/efa>

The Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/>

or, contact your local funding office.

1.5 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

1.6 Geographical Coverage

This qualification has been approved by Ofqual to be offered in England.

1.7 Progression Opportunities

The qualifications allow learners to progress into employment as teachers/trainers, as well as to the following qualifications:

- Level 3 Award in Education to the Level 4 Certificate in Education and Training (QCF)
- Level 4 Certificate in Education and Training (QCF) to the Level 5 Diploma in Education and Training (QCF)
- From the Level 5 Diploma to specialist qualifications including:
 - Level 5 Diploma in Teaching Disabled Learners
 - 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.

1.8 Relationship with other frameworks

The Gateway Qualifications suite of qualifications in Education and Training (QCF) have been developed using the qualification structure and units devised by the Learning Skills and Improvement Service (LSIS).

2 Learner Entry Requirements

2.1 Age

The approved age range for these qualifications is: 19+

2.2 Prior Qualifications

Level 3 Award

There are no formal entry qualification requirements, but learners must be considering a subject for delivery and be aiming to achieve / or have achieved a qualification and/or have experience in their subject/skill at the appropriate level.

Level 4 Certificate

There is no requirement for learners to have completed the Level 3 Award in Education and Training.

Level 5 Diploma

There is no requirement for learners to have completed the Level 3 Award or Level 4 Certificate in Education and Training.

2.3 Prior Skills/Knowledge/Understanding

All learners 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. If learners join the qualification having 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.

Learners will also need to be able to organise written information clearly and coherently. The nature of both the learning and assessment required for these qualifications is such that learners should have the ability to manage the requirements of the level of the qualification they are taking, read and interpret written tasks, and write answers in a legible and understandable form.

Qualification specific requirements:

Level 3 Award

Level 4 Certificate

Learners should be qualified/ experienced in the subject they intend to teach, have access to 30 teaching practice hours and possess reasonable levels of language, literacy and numeracy.

Level 5 Diploma

Learners should be qualified/ experienced in the subject they intend to teach, have access to 100 teaching practice hours and possess reasonable levels of language, literacy and numeracy.

2.4 Restrictions

There are no restrictions to entry.

2.5 Access to qualifications for learners with disabilities or specific needs

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners is set out in the Reasonable Adjustment and Special Considerations Policy.

2.6 Additional Rules/Guidance

There are no additional rules or guidance regarding learner entry requirements.

2.7 Recruiting Learners with Integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualifications will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualifications.

3 Achieving the Qualification

3.1 Qualification Structure (Rules of Combination and Unit List)

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. The units can be accessed by clicking on the unit titles which contain hyperlinks to the unit content.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**

Gateway Qualifications Level 3 Award in Education and Training (QCF)

To achieve the Gateway Qualifications Level 3 Award in Education and Training (QCF), the learner must achieve a minimum of 12 credits. 3 credits from Mandatory Group M, 6 credits from Optional Unit Group A (OA) and 3 credits from Optional Unit Group B (OB).

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	3	3	12	13.1	M (Mandatory)
F/502/9548	Facilitate Learning and Development in Groups	3	6	25	13.1	OA (Optional Unit Group A)
D/505/0052	Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training	3	6	24	13.1	OA (Optional Unit Group A)
J/502/9549	Facilitate Learning and Development for Individuals	3	6	25	13.1	OA (Optional Unit Group A)
R/505/0050	Understanding Assessment in Education and Training	3	3	12	13.1	OB (Optional Unit Group B)
D/601/5313	Understanding the Principles and Practices of Assessment	3	3	24	13.1	OB (Optional Unit Group B)

Gateway Qualifications Level 4 Certificate in Education and Training (QCF)

To achieve the Gateway Qualifications Level 4 Certificate in Education and Training (QCF), the learner must achieve a minimum of 36 credits, with 21 credits from Mandatory Group M and 15 credits from Group O (Optional Group).

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
A/505/1189	Planning to Meet the Needs of Learners in Education and Training	4	3	15	13.1	M (Mandatory)
F/505/0125	Assessing Learners in Education and Training	4	6	24	13.1	M (Mandatory)
L/505/0127	Using Resources for Education and Training	4	3	15	13.1	M (Mandatory)
M/505/0122	Delivering Education and Training	4	6	24	13.1	M (Mandatory)
H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	3	3	12	13.1	M (Mandatory)
L/505/1102	Understanding and Managing Behaviours in a Learning Environment	5	6	20	13.1	O (Optional)
Y/505/1099	Understanding and Managing Behaviours in a Learning Environment	4	6	20	13.1	O (Optional)
J/505/1096	Teaching in a Specialist Area	4	15	50	13.1	O (Optional)
R/504/0229	Specialist Delivery and Teaching	4	9	30	13.1	O (Optional)
L/504/0231	Principles and Practice of Lipreading Teaching	4	12	48	13.1	O (Optional)
T/505/1093	Preparing for the Personal Tutoring Role	4	3	15	13.1	O (Optional)
L/505/0189	Preparing for the Personal Mentoring Role	4	3	15	13.1	O (Optional)
J/505/0188	Preparing for the Coaching Role	4	3	15	13.1	O (Optional)
L/503/5384	Inclusive Practice	4	15	50	13.1	O (Optional)
K/505/1091	Evaluating Learning Programmes	4	3	15	13.1	O (Optional)
Y/503/5789	Equality and Diversity	4	6	25	13.1	O (Optional)
Y/503/5310	Effective Partnership Working in the Learning and Teaching Context	5	15	50	13.1	O (Optional)
H/505/1090	Developing, Using and Organising Resources in a Specialist Area	5	15	50	13.1	O (Optional)
M/505/1089	Delivering Employability Skills	4	6	20	13.1	O (Optional)

F/505/0187	Assessment and Support for the Recognition of Prior Learning through the Accreditation of Learning Outcomes	3	6	30	13.1	O (Optional)
T/503/5380	Action Research	5	15	50	13.1	O (Optional)
M/503/5376	Action Learning to Support Development of Subject Specific Pedagogy	5	15	50	13.1	O (Optional)
T/503/4861	Using Mathematics: Academic Subjects	3	6	30	13.1	O (Optional)
F/503/4863	Using Mathematics: Professional and Vocational Contexts	3	6	30	13.1	O (Optional)
A/503/4859	Using Mathematics: Personal and Public Life	3	6	30	13.1	O (Optional)
K/503/4856	Writing Skills for Literacy and Language Teaching	3	3	15	13.1	O (Optional)
D/503/4854	Speaking and Listening Skills for Literacy and Language Teaching	3	3	15	13.1	O (Optional)
R/503/4852	Reading Skills for Literacy and Language Teaching	3	3	15	13.1	O (Optional)
J/503/4850	Analysing English Language for Literacy and Language Teaching	3	3	15	13.1	O (Optional)
A/502/9550	Manage Learning and Development in Groups	4	6	30	13.1	O (Optional)
H/502/9543	Identify the Learning Needs of Organisations	4	6	30	13.1	O (Optional)
D/502/9556	Engage with Employers to Facilitate Workforce Development	4	6	30	13.1	O (Optional)
Y/502/9555	Engage with Employers to Develop and Support Learning Provision	3	6	25	13.1	O (Optional)
F/502/9551	Engage with Learners in the Learning and Development Process	4	6	30	13.1	O (Optional)
M/502/9545	Develop Learning and Development Programmes	4	6	30	13.1	O (Optional)
A/502/9547	Develop and Prepare Resources for Learning and Development	4	6	25	13.1	O (Optional)
F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	4	6	45	13.1	O (Optional)
H/601/5314	Assess Occupational Competence in the Work Environment	3	6	30	13.1	O (Optional)
T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	4	6	45	13.1	O (Optional)
A/601/5321	Internally Assure the Quality of Assessment	4	6	45	13.1	O (Optional)
F/601/5319	Assess Vocational Skills, Knowledge and Understanding	3	6	30	13.1	O (Optional)
D/505/1105	Working with the 14-19 Age Range in Education and Training	4	9	30	13.1	O (Optional)

Gateway Qualifications Level 5 Diploma in Education and Training (QCF)

To achieve the Gateway Qualifications Level 5 Diploma in Education and Training (QCF), the learner must achieve a minimum of 120 credits. 75 credits must come from Group M (Mandatory) and 45 credits must come from Group O (Optional).

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
J/505/0837	Wider Professional Practice and Development in Education and Training	5	15	50	13.1	M (Mandatory)
A/505/0818	Theories, Principles and Models in Education and Training	5	20	60	13.1	M (Mandatory)
R/505/0923	Developing Teaching, Learning and Assessment in Education and Training	5	20	65	13.1	M (Mandatory)
H/505/0912	Teaching, Learning and Assessment in Education and Training	4	20	65	13.1	M (Mandatory)
K/505/0765	Numeracy and the Learners	5	15	40	13.1	O (Optional)
Y/505/0759	Understanding Theories and Frameworks for Teaching Disabled Learners	5	15	40	13.1	O (Optional)
J/505/0756	Action Learning for Teaching in a Specialist Area of Disability	5	15	40	13.1	O (Optional)
A/505/0785	ESOL Theories and Frameworks	5	15	40	13.1	O (Optional)
F/505/0786	ESOL and the Learners	5	15	40	13.1	O (Optional)
J/505/0773	Literacy Theories and Frameworks	5	15	40	13.1	O (Optional)
Y/505/0776	Literacy, ESOL and the Learners	5	15	40	13.1	O (Optional)
L/505/0774	Literacy and the Learners	5	15	40	13.1	O (Optional)
J/505/0790	Literacy and ESOL Theories and Frameworks	5	20	60	13.1	O (Optional)
L/505/0791	Literacy and ESOL and the Learners	5	20	60	13.1	O (Optional)
L/505/1102	Understanding and Managing Behaviours in a Learning Environment	5	6	20	13.1	O (Optional)
J/505/1096	Teaching in a Specialist Area	4	15	50	13.1	O (Optional)
R/504/0229	Specialist Delivery and Teaching	4	9	30	13.1	O (Optional)
L/504/0231	Principles and Practice of Lipreading Teaching	4	12	48	13.1	O (Optional)
T/505/1093	Preparing for the Personal Tutoring Role	4	3	15	13.1	O (Optional)
L/505/0189	Preparing for the Mentoring Role	4	3	15	13.1	O (Optional)

J/505/0188	Preparing for the Coaching Role	4	3	15	13.1	O (Optional)
L/503/5384	Inclusive Practice	4	15	50	13.1	O (Optional)
K/505/1091	Evaluating Learning Programmes	4	3	15	13.1	O (Optional)
Y/503/5789	Equality and Diversity	4	6	25	13.1	O (Optional)
Y/503/5310	Effective Partnership Working in the Learning and Teaching Context	4	15	50	13.1	O (Optional)
H/505/1090	Developing, Using and Organising Resources in a Specialist Area	5	15	50	13.1	O (Optional)
M/505/1089	Delivering Employability Skills	4	6	20	13.1	O (Optional)
T/503/5380	Action Research	5	15	50	13.1	O (Optional)
M/503/5376	Action Learning to Support Development of Subject Specific Pedagogy	5	15	50	13.1	O (Optional)
A/502/9550	Manage Learning and Development in Groups	4	6	30	13.1	O (Optional)
H/502/9543	Identify the Learning Needs of Organisations	4	6	30	13.1	O (Optional)
D/502/9556	Engage with Employers to Facilitate Workforce Development	4	6	30	13.1	O (Optional)
M/502/9545	Develop Learning and Development Programmes	4	6	30	13.1	O (Optional)
A/502/9547	Develop and Prepare Resources for Learning and Development	4	6	25	13.1	O (Optional)
F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	4	6	45	13.1	O (Optional)
T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	4	6	45	13.1	O (Optional)
A/601/5321	Internally Assure the Quality of Assessment	4	6	45	13.1	O (Optional)
H/505/0764	Numeracy Knowledge and Understanding	5	15	40	13.1	O (Optional)

3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already as a consequence of which they do not need to undertake a course of learning.

Centres are encouraged to recognise the previous achievements and experiences, both formal, e.g. through accredited units or qualifications, or informal, e.g. through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment. When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

3.3 Links to other qualifications

The qualifications allow learners to progress into employment as teachers/trainers, as well as to the following qualifications:

- Level 3 Award in Education to the Level 4 Certificate in Education and Training (QCF)
- Level 4 Certificate in Education and Training (QCF) to the Level 5 Diploma in Education and Training (QCF).
- Level 5 Diploma in Teaching Disabled Learners
- Level 5 Diploma in Teaching English: ESO
- 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.

4 Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1 Method of Assessment

The method of assessment for all three qualifications is through a portfolio of evidence.

For the **Level 4 Certificate** and **Level 5 Diploma in Education and Training** there are additional assessment requirements which include mandatory observation of practice.

Assessed observations of practice are a vital component of these levels of the Education and Training suite of qualifications. For further guidance including the required standard of practice for the assessed observations please refer to the LSIS guidance document: ***Assessed observations of practice within the Education and Training suite of qualifications*** available on the Gateway Qualifications website or via the following link <http://www.excellencegateway.org.uk/node/27406>

Within some of the optional units there is a requirement for assessed observations of practice. Any observations linked to optional units are **in addition** to the mandatory observations.

Simulation of teaching (micro-teaching) is not permitted for these qualifications.

Level 4 Certificate in Education and Training

Learners will be required to undertake a minimum of 30 hours teaching/training practice.

There is also a requirement for a minimum of three assessed teaching/training practice observations, which must reach the required standard of practice set out in the LSIS guidance document. The three mandatory observations must be linked to the following mandatory units:

- Delivering education and training (Level 4)
- Assessing learners in education and training (Level 4)
- Using resources for education and training (Level 4).

Level 5 Diploma in Education and Training

There is a requirement for a minimum of 100 hours teaching/training practice for this qualification.

There is also a requirement for a minimum of eight teaching/training practice observations, which must reach the required standard of practice set out in the LSIS guidance document. The eight mandatory 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)

4.2 Assessment Materials

There are no specific assessment materials provided for this qualification.

4.3 Qualification-Specific Centre Requirements

Centres should use teaching/training resources that are in keeping with good practice in the further education and training sector. Centres must ensure that learners have access to adequate appropriate learning resources e.g. texts, ICT, learning technology etc.

Learners and centres should be aware of and comply with regulations and/or requirements affecting those who deal with children, young people and vulnerable adults.

4.4 Qualification-Specific Tutor/Assessor Requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

All those delivering and assessing units and/or observing and assessing practice for either the mandatory units or the option units in the Level 4 Certificate and Level 5 Diploma in Education and Training should have **all** of the following:

- A full teaching or training qualification
- evidence of relevant teaching experience in an education or training context;
- access to appropriate guidance and support;
- on-going participation in related programme quality assurance processes.

4.5 Qualification-Specific Quality Assurance Requirements

Direct claims status is not available for these qualifications. Centres should undertake internal quality assurance; external quality assurance will be provided by Gateway Qualifications.

5 What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as a Gateway Qualifications centre please contact:

Gateway Qualifications
John Tabor Building
University of Essex
Colchester
CO4 3SQ

Tel: 01206 8763023

Email: enquiries@gatewayqualifications.org.uk

6 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based at the University of Essex in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Qualification and Credit Framework (QCF). The QCF allows achievements to be recognised and recorded through the award of credits and qualifications. It supports the accumulation and transfer of credits and the easy identification of each achievement's level and size. In this way, learners have maximum flexibility and range of opportunities and can be reliably recognised for their achievements.

All approved qualifications appear on the Register of Regulated Qualifications.

Gateway Qualifications
John Tabor Building
University of Essex
COLCHESTER
CO4 3SQ

01206 873023
enquiries@gatewayqualifications.org.uk
www.gatewayqualifications.org.uk