



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

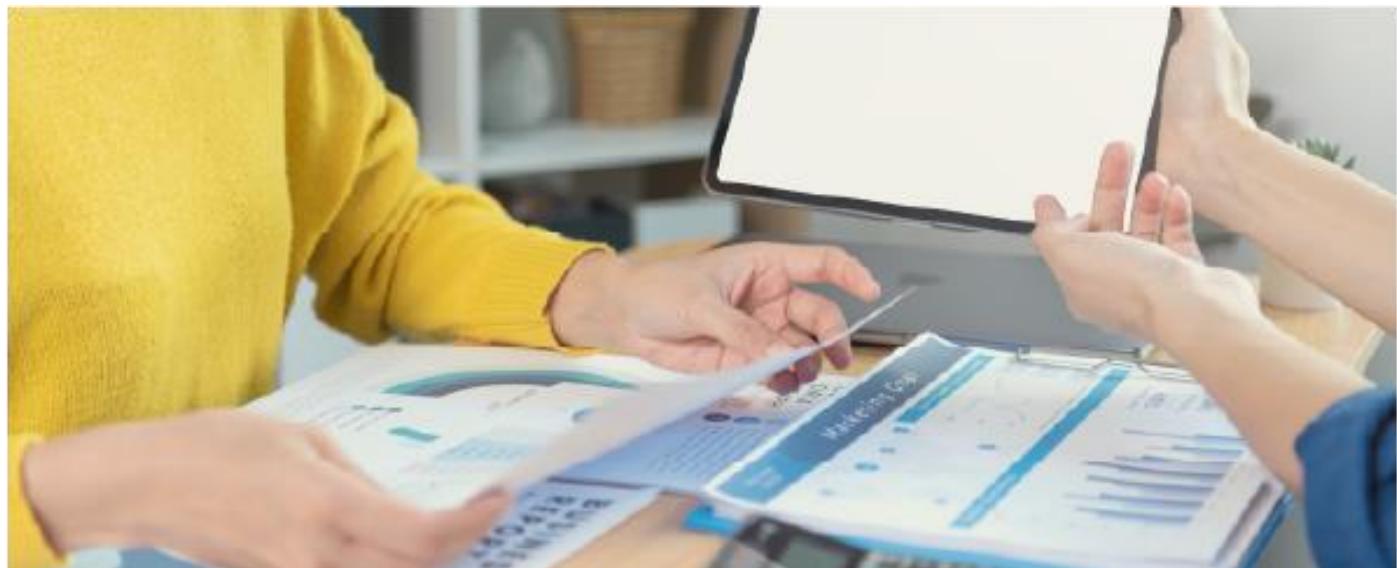
601/8122/9

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## Qualification Summary

Level	Sector	Qualification Type
5	Teaching and Lecturing	Occupational Qualification
Total Qualification Time	Credit Value	Guided Learning Hours
1200	120	390
Status	Methods of Assessment	Minimum Age
Available to Learners	Portfolio of Evidence	19



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

QRN: 601/8122/9

GLH: 390

TQT: 1200

Credit: 120

## 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.

## Age Range

Entry is at the discretion of the centre. However, learners should be aged 19 to undertake this qualification.

## Geographical Coverage

This qualification is available in England and Northern Ireland.

## Learner Entry Requirements:

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url: <https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

## Assessment Methods

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

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

## Progression Routes

Learners seeking progress from this qualification can advance their skills further through the following:

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

## Supporting Material and Useful Websites

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

## Mandatory Units

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

## Optional Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Action learning to support development of subject specific pedagogy	L/507/9028	5	15	50
Action research	R/507/9029	5	15	50
Delivering employability skills	J/507/9030	4	6	20
Develop and prepare resources for learning and development	L/507/9031	4	6	25
Develop learning and development programmes	Y/507/9033	4	6	30
Developing, using and organising resources in a specialist area	H/507/9049	5	15	50
Effective partnership working in the learning and teaching context	Y/507/9050	4	15	50
Engage with employers to facilitate workforce development	D/507/9051	4	6	30
Equality and diversity	H/507/9052	4	6	25
Evaluating learning programmes	K/507/9053	4	3	15
Identify the learning needs of organisations	M/507/9054	4	6	30

Inclusive practice	T/507/9055	4	15	50
Internally assure the quality of assessment	A/507/9056	4	6	45
Manage learning and development in groups	F/507/9057	4	6	30
Preparing for the Coaching Role	J/507/9058	4	3	15
Preparing for the Mentoring Role	L/507/9059	4	3	15
Preparing for the personal tutoring role	F/507/9060	4	3	15
Principles and practice of lip -reading teaching	J/507/9061	4	12	48
Specialist delivery techniques and activities	L/507/9062	4	9	30
Teaching in a specialist area	R/507/9063	4	15	50
Understanding and managing behaviours in a learning environment	Y/507/9064	4	6	20
Understanding the principles and practices of externally assuring the quality of assessment	D/507/9065	4	6	45
Understanding the principles and practices of internally assuring the quality of assessment	H/507/9066	4	6	45
Literacy and ESOL and the learners	T/507/9069	5	20	60
Literacy and ESOL theories and frameworks	K/507/9070	5	20	60
Literacy and the learners	A/507/9073	5	15	40
ESOL and the learners	L/507/9076	5	15	40
ESOL theories and frameworks	R/507/9077	5	15	40
Action learning for teaching in a specialist area of disability	Y/507/9078	5	15	40
Understanding theories and frameworks for teaching disabled learners	D/507/9079	5	15	40
Numeracy and the learners	R/507/9080	5	15	40
Numeracy knowledge and understanding	Y/507/9081	5	15	40
Managing behaviours in a learning environment	D/507/9082	5	6	20

## Staff Requirements

### Requirements for Tutors/Instructors

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 includes qualifications such as:

- 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

Focus Awards will however; consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

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 the following 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.