

# Level 5 Diploma in Teaching in a Specialist Area (6305-20-24)

September 2012 Version 1.1



## Qualification at a glance

<b>Subject area</b>	<b>Literacy and Numeracy</b>
<b>City &amp; Guilds number</b>	6305
<b>Age group approved</b>	19+
<b>Entry requirements</b>	There is an entry requirement for those wishing to join programmes leading to qualifications for teachers of English - ESOL and Literacy and Mathematics - Numeracy. Potential teacher trainees will need to evidence Level 3 personal skills in English or Mathematics, as appropriate. This entry requirement applies to all diploma qualifications for teachers of English - ESOL and Literacy and Mathematics - Numeracy detailed in this and other LSIS qualification subject specific guidance documents.
<b>Assessment</b>	Portfolio of evidence. Exemplar assignments are provided in assessment packs for centres to use to evidence the knowledge required for specific units.
<b>Fast track</b>	Available for some pathways. Please see section 5 Centre requirements for further information.
<b>Support materials</b>	6304 Qualification information pack 6304/6305 Level 3 Assessment pack 6304/6305 Level 3 Answer material pack 6304/6305 Level 4 Assessment pack 6304/6305 Level 4 Answer material pack 6304/6305 Level 5 Assessment pack 6304/6305 Level 5 Answer material pack 6304/6305 Forms for centres pack  All documents are available to download from <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> . The assessment and answer packs are password protected and approved centres / Quality Consultants can access the passwords via the Walled Garden/Online Catalogue.
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 5 Diploma in Teaching English: Literacy	6305-20	600/5196/6
Level 5 Diploma in Teaching English: ESOL	6305-21	600/5822/5
Level 5 Diploma in Teaching in English: Literacy and ESOL	6305-22	600/5457/8
Level 5 Diploma in Teaching Mathematics: Numeracy	6305-23	600/5458/X
Level 5 Diploma in Teaching Disabled learners	6305-24	600/5804/3

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 September 2012	Unit 552 added	Units



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# 1 Introduction

This document tells you what you need to do to deliver the qualifications:

<b>Area</b>	<b>Description</b>
Who are the qualifications for?	<p>The stand alone qualifications will continue to meet the requirements of everyone involved, (or wishing to become involved) in teaching2 literacy, numeracy and ESOL in the further education (FE) sector in England. They are appropriate for:</p> <ul style="list-style-type: none"> <li>• Teachers who are part qualified. They may already have a recognised generic teaching qualification but no recognised subject qualification in literacy, numeracy or ESOL.</li> <li>• Unqualified teachers who are unable to find an appropriate and available integrated qualification(s). Trainees can choose to undertake one of the stand alone qualifications before, after or alongside a generic teaching qualification</li> <li>• Those holding a recognised qualification for teaching literacy, numeracy or ESOL and who now wish to teach another of these subjects</li> <li>• Teachers of Key and Functional Skills. Although these teachers are not required to hold a subject specific qualification at this time, LSIS continues to encourage teachers of these subjects to undertake these qualifications.</li> </ul>
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment and/or career progression in the FE sector.
Are the qualifications part of a framework or initiative?	These qualifications have been designed to replace the QCF qualifications introduced in 2007. These qualifications also sit on the QCF and have been updated in order to respond to sector demands and to provide increased flexibility to respond to the changing demands of the FE sector.
Who did we develop the qualification with?	They were developed in association with the Learning and Skills Improvement Service
What opportunities for progression are there?	<p>They allow learners within employment or to the following City &amp; Guilds qualifications. (See page 7 for further information about progression):</p> <ul style="list-style-type: none"> <li>• Level 5 Diploma in Teaching in the Lifelong Learning Sector (6305)</li> <li>• Learners can also complete a variety of units in the Teacher Education suite of qualifications at level 4 or 5 which will provide either progression or breadth to their qualifications</li> </ul>

## 2 Types of Units

The rules of combination for this qualification are based on units of two different kinds. The distinctions are based in part on the regulatory requirements of the QCF and in part on priorities of LSIS. The qualification enables credits to be achieved through one or more of the following kinds of unit: mandatory units and restricted optional units.

### **Mandatory units**

As the QCF term implies, these are units that must be completed in order for the qualification to be achieved.

### **Restricted optional units**

‘Restricted’ is a term used by LSIS to draw a distinction between these and what we have termed ‘open’ optional units. In the rules of combination optional units are grouped. Choice in restricted optional groups is limited to ensure that required content is covered while still allowing a degree of flexibility in the choice of units for part of a qualification. In particular, restricted optional units have been used in the literacy and ESOL qualifications to allow for a common unit to be in each qualification. Anyone taking both of these stand alone qualifications can use the unit towards achievement of both qualifications. This was developed in 2007 in response to sector feedback concerning the overlap between the subjects. This common unit remains in the updated qualifications.

LSIS has used the term ‘open’ optional units where the choice of units in any group is much wider. These units do not include skills and knowledge considered as essential. There are no open optional groups in these stand alone qualifications.

## 2.1 Progression

The following units from the stand alone qualifications are available as open optional units in the generic DTLLS qualification and integrated qualifications for literacy, numeracy and ESOL:

- ESOL and the learners
- ESOL theories and frameworks
- Literacy and the learners
- Literacy, ESOL and the learners
- Literacy theories and frameworks
- Improving numeracy knowledge, understanding and practice
- Numeracy and the learners

Trainees achieving two of these units (relating to a particular subject) as part of a generic DTLLS qualification can go on to take the additional teaching and learning unit to complete a stand alone qualification. If a trainee already holds one of these stand alone qualifications and needs to undertake a generic teaching qualification they can use the units towards the optional credit requirement for DTLLS. There may also be opportunities to use some of the assessed observation of teaching and practice hours from the stand alone qualifications towards a DTLLS. Section 6 explains these opportunities. Potential trainee teachers should understand that since 2007 they have been able to undertake one of the stand alone qualifications before a generic teaching qualification as well as alongside or afterwards.

### **3 Level 5 Diploma in Teaching English: Literacy**

#### **Qualification aim**

The Level 5 Diploma in Teaching English: Literacy is the teaching qualification developed for those teaching literacy in the further education sector in England – though it can be used more widely. It prepares trainee teachers for teaching in a wide range of contexts. Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

#### **Purpose**

This Level 5 Diploma qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. The requirement to achieve a subject specific teaching qualification is detailed in guidance related to the regulations. The qualification meets the subject specific requirement of the regulations for those teaching literacy. It does not meet the requirement in relation to holding a generic teaching qualification.

#### **Credit value of the qualification**

The Level 5 Diploma in Teaching English: Literacy is 45 credits.

#### **Guided Learning hours for the qualification**

The Level 5 Diploma in Teaching English: Literacy is 120 hours.

## **Practice**

There is a requirement for a minimum of 50 hours of practice in a literacy learning and teaching environment. This has been reduced from the previous requirement for 75 hours. This is to support access to the qualifications for those with only a limited amount of practice available to them. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Teaching practice should be located and assessed within the teaching and learning unit of assessment. There is a requirement to evidence working with groups of learners as well as individuals to achieve this qualification. Practice must be undertaken within at least two of the three levels of the literacy curriculum - Entry Level and one other - Level 1 or Level 2.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. LSIS recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

- the number of 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
- gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible, in addition to those required by this qualification, during their teaching practice.

## **Observed and assessed practice**

There must be a minimum of four (4) observations totalling a minimum of four (4) hours. Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. All observations must be in a literacy subject specific context. Assessed observations should include at least one literacy observation at entry level. Observations can be formative or summative. LSIS recognises the importance of feedback for the development of teachers in initial training. The awarding organisation will decide the sufficiency of evidence required to make a judgment about practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish.

All those observing and assessing practice should have:

- appropriate qualifications and experience in the subject specialism to do so
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes

## Structure

### Level 5 Diploma in Teaching English: Literacy

To be awarded this qualification the learner must achieve a total of 45 credits.

45 credits must be at level 5 or above

- 30 credits from Group A
- 15 credits from Group B

<b>Level 5 Diploma in Teaching English: Literacy</b>					
<b>Total credit value of qualification: 45 credits</b>					
Credit value at Level 5 or above			<b>45 credits</b>		
Credit value of mandatory units			<b>30 credits</b>		
Credit value of optional units			<b>15 credits</b>		
<b>Unit no.</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>	<b>Assessment</b>
<b>Group A</b> Thirty (30) credits must be achieved from this group					
<b>544</b>	Literacy learning and teaching	5	15	40	Portfolio
<b>513</b>	Literacy theories and frameworks	5	15	40	Assignment
<b>Group B</b> Fifteen (15) credits must be achieved from this group					
<b>512</b>	Literacy and the learners	5	15	40	Assignment
<b>514</b>	Literacy, ESOL and the learners	5	15	40	Assignment
<b>552</b>	Delivering employability skills	5	6	20	Portfolio

## **4 Level 5 Diploma in Teaching English: ESOL**

### **Qualification aim**

The Level 5 Diploma in Teaching English: ESOL is the teaching qualification developed for those teaching literacy in the further education sector in England – though it can be used more widely. It prepares trainee teachers for teaching in a wide range of contexts. Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

### **Purpose**

This Level 5 Diploma qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. The requirement to achieve a subject specific teaching qualification is detailed in guidance related to the regulations. The qualification meets the subject specific requirement of the regulations for those teaching literacy. It does not meet the requirement in relation to holding a generic teaching qualification.

### **Credit value of the qualification**

The Level 5 Diploma in Teaching English: ESOL is 45 credits.

### **Guided Learning hours for the qualification**

The Level 5 Diploma in Teaching English: ESOL is 120 hours.

## **Practice**

There is a requirement for a minimum of 50 hours of practice in an ESOL learning and teaching environment. This has been reduced from the previous requirement for 75 hours. This is to support access to the qualifications for those with access to only a limited amount of practice. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Teaching practice should be located and assessed within the teaching and learning unit. There is a requirement to evidence working with groups of learners as well as individuals to achieve this qualification. Practice must be undertaken within at least two of the three levels of the ESOL curriculum - Entry Level and one other - Level 1 or Level 2..

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. LSIS recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

- the number of 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
- gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible, in addition to those required by this qualification, during their teaching practice.

## **Observed and assessed practice**

There must be a minimum of four observations totalling a minimum of four hours. Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. All must be in an ESOL subject specific context. Assessed observations should include at least one ESOL observation at entry level. Observations can be formative or summative. LSIS recognises the importance of feedback for the development of teachers in initial training. The awarding organisation will decide the sufficiency of evidence required to make a judgment about practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish.

All those observing and assessing practice should have:

- appropriate qualifications and experience in the subject specialism to do so
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes

## Structure

### Level 5 Diploma in Teaching English: ESOL

To be awarded this qualification the learner must achieve a total of 45 credits.

45 credits must be at level 5 or above

- 30 credits from Group A
- 15 credits from Group B

<b>Level 5 Diploma in Teaching English: ESOL</b>					
<b>Total credit value of qualification: 45 credits</b>					
Credit value at Level 5 or above			<b>45 credits</b>		
Credit value of mandatory units			<b>30 credits</b>		
Credit value of optional units			<b>15 credits</b>		
<b>Unit no.</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>	<b>Assessment</b>
<b>Group A</b>					
Thirty (30) credits must be achieved from this group					
<b>542</b>	ESOL learning and teaching	5	15	40	Portfolio
<b>509</b>	ESOL theories and frameworks	5	15	40	Assignment
<b>Group B</b>					
Fifteen (15) credits must be achieved from this group					
<b>508</b>	ESOL and the learners	5	15	40	Assignment
<b>514</b>	Literacy, ESOL and the learners	5	15	40	Assignment
<b>552</b>	Delivering employability skills	5	6	20	Portfolio

## **5 Level 5 Diploma in Teaching English: Literacy and ESOL**

### **Qualification aim**

The Level 5 Diploma in Teaching English: Literacy and ESOL is the teaching qualification developed for those teaching literacy and ESOL in the further education sector in England – though it can be used more widely. It prepares trainee teachers for teaching in a wide range of contexts. Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

### **Purpose**

This Level 5 Diploma qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. The requirement to achieve a subject specific teaching qualification is detailed in guidance related to the regulations. The qualification meets the subject specific requirement of the regulations for those teaching literacy and ESOL. It does not meet the requirement in relation to holding a generic teaching qualification.

### **Credit value of the qualification**

The Level 5 Diploma in Teaching English: Literacy and ESOL is 60 credits.

### **Guided Learning hours for the qualification**

The Level 5 Diploma in Teaching English: Literacy and ESOL is 180 hours.

## **Practice**

There is a requirement for a minimum of 75 hours of practice in literacy and ESOL learning and teaching environments. This requirement from 2007 has been retained to ensure there is sufficient opportunity to apply new knowledge and skills and reflect on practice in both specialisms. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Approximately 35% of the teaching practice hours should be with classes where the intention is to provide literacy teaching, and another 35% should be with classes where the intention is to provide ESOL teaching. The remaining practice hours can be in either context. Teaching practice should be located and assessed within the teaching and learning unit.

Literacy and ESOL practice must be undertaken within entry levels of the literacy and ESOL curricula. Teaching hours should also be evidenced at one other level - Level 1 or Level 2 in either literacy or ESOL contexts. There is a requirement to evidence working with groups of learners to achieve this qualification.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. LSIS recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

- the number of 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
- gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible, in addition to those required by this qualification, during their teaching practice.

## **Observed and assessed practice**

There must be a minimum of four observations totalling a minimum of four hours. Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. All must be in the subject specific context of literacy and ESOL. Two must be in a literacy context and two in an ESOL context. LSIS recognises that changing learner placement practices can mean it is increasingly difficult to identify whether learner placement is specifically literacy or ESOL. It will be important to select observation contexts reflecting the spirit of the aim of this qualification. Assessed observations should include at least one literacy observation at entry level and one ESOL observation at entry level. Observations can be formative or summative. LSIS recognises the importance of feedback for the development of teachers in initial training.

The awarding organisation will decide the sufficiency of evidence required make a judgment about the standard of practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish.

All those observing and assessing practice should have:

- appropriate qualifications and experience in the subject specialism to do so
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes

## Structure

### Level 5 Diploma in Teaching English: Literacy and ESOL

To be awarded this qualification the learner must achieve a total of 60 credits.

60 credits must be at level 5 or above

<b>Level 5 Diploma in Teaching English: Literacy and ESOL</b>					
<b>Total credit value of qualification: 60 credits</b>					
Credit value at Level 5 or above			<b>60 credits</b>		
Credit value of mandatory units			<b>60 credits</b>		
Credit value of optional units			<b>There is not optional credit in this qualification</b>		
<b>Unit no.</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>	<b>Assessment</b>
<b>Group A</b>					
Sixty (60) credits must be achieved from this group					
<b>540</b>	English: Literacy and ESOL learning and teaching	5	20	60	Portfolio
<b>541</b>	English: Literacy and ESOL theories and frameworks	5	20	60	Assignment
<b>539</b>	English: Literacy and ESOL and the learners	5	20	60	Assignment

## **6 Level 5 Diploma in Teaching Mathematics: Numeracy**

### **Qualification aim**

The Level 5 Diploma in Teaching Mathematics: Numeracy is the teaching qualification developed for those teaching numeracy in the further education sector in England – though it can be used more widely. It prepares trainee teachers for teaching in a wide range of contexts. Level 5 is the minimum level for this qualification. Equivalent qualifications have been developed by HEIs at higher levels. Awarding organisations may also wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

### **Purpose**

This Level 5 Diploma qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. The requirement to achieve a subject specific teaching qualification is detailed in guidance related to the regulations. The qualification meets the subject specific requirement of the regulations for those teaching numeracy. It does not meet the requirement in relation to holding a generic teaching qualification.

### **Credit value of the qualification**

The Level 5 Diploma in Teaching Mathematics: numeracy is 45 credits

### **Guided Learning hours for the qualification**

The Level 5 Diploma in Teaching Mathematics: numeracy is 120 hours.

## **Practice**

There is a requirement for a minimum of 50 hours of practice in a numeracy learning and teaching environment. This has been reduced from the previous requirement for 75 hours. This is to support access to the qualifications for those with only a limited amount of practice available to them. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Teaching practice should be located and assessed within the teaching and learning unit. There is a requirement to evidence working with groups of learners as well as individuals to achieve this qualification. Practice must be undertaken within at least two of the three levels of the numeracy curriculum - Entry Level and one other - Level 1 or Level 2.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. LSIS recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

- the number of 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
- gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible, in addition to those required by this qualification, during their teaching practice.

## **Observed and assessed practice**

There must be a minimum of four observations totalling a minimum of four hours. Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. All must be in a numeracy subject specific context. Assessed observations should include at least one numeracy observation at entry level. Observations can be formative or summative. LSIS recognises the importance of feedback for the development of teachers in initial training. The awarding organisation will decide the sufficiency of evidence required make a judgment about practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish.

All those observing and assessing practice should have:

- appropriate qualifications and experience in the subject specialism to do so
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes

## Structure

### Level 5 Diploma in Teaching Mathematics: Numeracy

To be awarded this qualification the learner must achieve a total of 45 credits.

45 credits must be at level 5 or above

- 45 credits from Group A

<b>Level 5 Diploma in Teaching Mathematics: Numeracy</b>					
<b>Total credit value of qualification: 45 credits</b>					
Credit value at Level 5 or above			<b>45 credits</b>		
Credit value of mandatory units			<b>45 credits</b>		
Credit value of optional units			<b>There is not optional credit in this qualification</b>		
<b>Unit no.</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>	<b>Assessment</b>
<b>Group A</b>					
Forty five (45) credits must be achieved from this group					
<b>543</b>	Improving numeracy knowledge, understanding and practice	5	15	40	Portfolio
<b>515</b>	Numeracy and the learners	5	15	40	Assignment
<b>545</b>	Numeracy learning and teaching	5	15	40	Portfolio

## **7 Level 5 Diploma in Teaching Disabled Learners**

### **Qualification aim**

The Level 5 Diploma in Teaching Disabled Learners has been developed for those teaching disabled learners in the further education and skills sector in England – though it can be used more widely. It prepares trainee teachers for teaching in a wide range of contexts. Level 5 is the minimum level for this qualification. HEIs and awarding organisations may wish to develop this qualification at levels higher than the minimum required. The primary purpose and content of the qualifications is the same whatever the level. Trainees should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other qualifications.

This qualification is appropriate for:

- Teachers who already hold a generic teaching qualification and want to undertake a specialist qualification for working with disabled learners
- Teachers or intending teachers who do not have access to an integrated qualification because none is available locally; and
- Teachers or intending teachers who wish to undertake specialist training before undertaking a generic teaching qualification.

### **Purpose**

This Level 5 Diploma qualification has been developed to provide accredited professional development opportunities for teachers of disabled learners.

### **Credit value of the qualification**

Level 5 Diploma in Teaching Disabled Learners is 45 credits.

### **Guided Learning hours for the qualification**

Level 5 Diploma in Teaching Disabled Learners is 120 hours.

## Practice

There is a requirement for a minimum of 50 hours of practice in learning and teaching environments with disabled learners. This is a minimum requirement of the qualification and awarding organisations may require more if they wish. Teaching practice should be located and assessed within the learning and teaching unit of assessment. There is a requirement to evidence working with groups of learners as well as individuals to achieve this qualification.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. LSIS recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

- the number of 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
- gaining subject specialist knowledge through workplace mentoring.

LSIS recognises that whilst an effective teaching practice experience should ideally include all of these elements, individual trainee teachers and initial teacher training providers have limited control over access to all of them. LSIS supports any endeavour of ITE providers to ensure that trainee teachers have access to as many of these elements as possible, in addition to those required by this qualification, during their teaching practice.

## Observed and assessed practice

There must be a minimum of four (4) observations totalling a minimum of four (4) hours. Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. All assessments should be in learning and teaching environments with disabled learners. Observations can be formative or summative. LSIS recognises the importance of feedback for the development of teachers in initial training. The awarding organisation will decide the sufficiency of evidence required make a judgment about the standard of practice. These are minimum requirements and awarding organisations may make additional requirements if they so wish.

All those observing and assessing practice should have:

- appropriate qualifications and experience in the subject specialism to do so
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes

## Structure

To be awarded this qualification the learner must achieve a total of 45 credits.

45 credits from Group A

<b>Level 5 Diploma in Teaching Disabled Learners</b>					
<b>Total credit value of qualification: 45 credits</b>					
Credit value at Level 5		45 credits			
Credit value of mandatory units		45 credits			
Credit value of optional units		There are no optional units in this qualification			
<b>Unit no.</b>	<b>Unit title</b>	<b>Level</b>	<b>GLH</b>	<b>Credit value</b>	<b>Assessment</b>
<b>Group A</b>					
45 credits must be achieved from this group					
<b>517</b>	Understanding theories and frameworks for teaching disabled learners	5	15	40	Portfolio
<b>511</b>	Inclusive learning and teaching for disabled learners	5	15	40	Portfolio
<b>501</b>	Action learning for teaching in a specialist area of disability	5	15	40	Assignment

## 8 Comparison of requirements for stand alone and integrated qualifications

There are a number of routes available for trainee teachers of literacy, numeracy and ESOL to meet the qualification requirements of the FE teachers' regulations. This document contains the information relating to stand alone qualifications. There are separate qualification guidance documents for partly and fully integrated qualifications.

### **Assessed observations**

Requirements for assessed observation of practice differ across the qualifications and are detailed in a table below. The requirements relate both to the overall number of observations and to the number required to be subject specific.

Where subject specific qualifications are taken in addition to generic qualifications there are more observations required than for integrated qualifications. Where a stand alone qualification is achieved before or concurrently (see below for an explanation of concurrent) with a generic qualification, two observations may contribute to the generic qualification requirement if supported by the awarding organisation. Where a stand alone subject specific qualification is taken separately - at the same time or after a generic qualification - none of the subject specific observations may contribute to the generic qualification requirement.

Minimum requirements for the number of subject specific observations have been established for the fully integrated routes. It should be noted that the number of subject specific observations required for the joint literacy ESOL fully integrated qualification is greater than for single subject qualifications. This is to ensure there is enough attention paid to the two specialisms. Awarding organisations may wish to provide the opportunity for their centres to require more than this minimum. Not all practice and observations have to be subject specific in the integrated qualifications. This allows trainees to teach and be assessed in other subjects as part of their training. This should provide support for and enhance a teacher's employability.

Qualification(s)	Subject specific observations required	Generic observations required	<b>Total Observations</b>
Generic DTLLS	N/A	8	<b>8</b>
<b>Stand alone qualifications</b>			
Stand alone Diploma taken <b>before</b> DTLLS	Four (4) subject specific, of which a maximum of two (2) can contribute to generic DTLLS requirement	6	<b>10</b>
Stand alone qualification taken <b>concurrently</b> with DTLLS	Four (4) subject specific of which a maximum of two (2) can contribute to generic DTLLS requirement	6	<b>10</b>
Stand alone Diploma taken <b>separately or after</b> DTLLS	Four (4) subject specific None can contribute to generic DTLLS requirement	8	<b>12</b> (NB. no change)
<b>Partly Integrated qualifications</b>			
Literacy, numeracy and ESOL	Four (4) subject specific observations in Part 1	Four (4) in Part 2	<b>8</b>
<b>Fully Integrated Qualifications</b>			
Literacy, numeracy and ESOL	A minimum of four (4) should be subject specific	Maximum 2	<b>8</b> (NB. no change)
Joint literacy/ESOL)	A minimum of six (6) should be subject specific	Maximum 2	<b>8</b>

### **Practice hours requirements**

Requirements in relation to practice hours also differ across the qualifications.

LSIS has provided the opportunity for fifty (50) practice hours from a stand alone subject specific diploma to contribute to the DTLLS requirement where a trainee already holds this or is taking this in a concurrent programme

No practice hours from the stand alone qualification contribute to the DTLLS requirement where the two qualifications are taken separately

All practice must be in a subject specific context for the stand alone qualifications and for Part 1 of the partly integrated route.

For concurrent delivery and for fully integrated qualifications there is an expectation that 80% of practice is in a subject specific context.

### **Taking a stand alone qualification concurrently with DTLLS**

Trainee teachers on the concurrent route join two qualification programmes - a generic teaching diploma and one of these stand alone qualifications in literacy, numeracy or ESOL.

The following units of the stand alone diplomas are available as open optional units in the generic DTLLS.

- English: Literacy and ESOL and the learners
- English: Literacy and ESOL learning and teaching
- English: Literacy and ESOL theories and frameworks
- ESOL and the learners
- ESOL theories and frameworks
- Literacy and the learners
- Literacy, ESOL and the learners
- Literacy theories and frameworks
- Improving numeracy knowledge, understanding and practice
- Numeracy and the learners

Trainee teachers can take these units as part of their generic programme. To complete both diplomas they would need to undertake the appropriate, literacy, numeracy or ESOL learning and teaching unit. This learning and teaching unit must be taken within the timeframe of the larger qualification. The concurrent route is not available for joint Literacy ESOL training as these units are not included as optional credit for DTLLS.

The concurrent route requires the provider(s) ITE teams (generic and subject specific) to co-operate and consider the opportunities to make connections between their programmes as thirty credits are common to both qualifications. In recognition of this planning and quality assurance across two qualifications there is less observation and assessment of practice required. Taken separately the two diplomas would require twelve (12) observations. As part of a concurrent route the requirement for the updated qualifications is ten (10). Although this is less than taking the qualifications separately it is more than the concurrent requirement set in 2007. This has been increased to encourage more integrated programmes to be developed.

Normally, both diplomas would be awarded on completion of the concurrent route. However, funding may prevent some awarding organisations and higher education institutions from awarding both qualifications. Where a trainee teacher has undertaken and achieved an appropriate additional unit(s) of a qualification they would be deemed, within the FE regulations 2007, to have equivalence if not the required subject specialist qualification.



## 9 Centre requirements

### Approval

If your Centre is currently approved to offer 7305 you will receive automatic approval for the same level(s) as your 7305 approval as follows:

If your centre is approved to offer 7305-15 and 95 you will receive automatic approval for the 6305-20 Level 5 Diploma in Teaching English: Literacy – 600/5196/6.

If your centre is approved to offer 7305-16 and 96 you will receive automatic approval for the 6305-21 Level 5 Diploma in Teaching English: ESOL – 600/5822/5.

If your centre is approved to offer 7305-15 and 16, and 95 and 96) you will receive automatic approval for the 6305-22 Level 5 Diploma in Teaching English: Literacy and ESOL – 600/5457/8.

If your centre is approved to offer 7305-17 and 97 you will receive automatic approval for the 6305-23 Level 5 Diploma in Teaching Mathematics: Numeracy – 600/5458/X.

If your centre wishes to offer the 6305-24 Level 5 Diploma in Teaching Disabled Learners – 600/5804/3 you will need to use the standard Qualification Approval Process.

### Centres not already offering City & Guilds qualifications

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Resource requirements

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards.

### Centre staffing

Members of staff delivering the 6305 DTLLS must hold a minimum of a level 5 teaching/training qualification. Core staff must also have experience of delivering and assessing teaching qualifications at level 5 or above for level 5. Staff without the required experience must follow an induction programme and work shadow a qualified/experienced member of the team until they have achieved the required qualifications and experience. Records must be maintained for external verification purposes. There should be a balance of staff who fulfil the

qualification/experience requirements to ensure a robust assessment and quality assurance system. All staff should also engage in on-going CPD activities.

Some of the units also require assessors/quality assurers to hold appropriate assessor/verifier qualifications. Specific information is given in each section of this handbook in the sections regarding individual qualification requirements. Imported units MUST be assessed and internally verified in accordance with the assessment strategy of the originating qualifications.

A centre offering these qualifications must provide internal quality assurance to ensure that all assessment needs are fully met.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Learner entry requirements**

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT (see below – section 6).

It should also be noted that learners joining the programme should be qualified/experienced in the subject they intend to teach, and have access to 30 hours teaching practice in a real life teaching and learning situation. In addition, the nature of the qualification 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 responses in a legible and understandable form. Learners will also need to be able to organise written information clearly and coherently.

There are no other nationally agreed entry requirements.

### **Age restrictions**

City & Guilds cannot accept any registrations for anyone under the age of 19, as these qualifications are not approved for under 19s.



## 10 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

For these qualifications it is also recommended that all trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. The initial assessment should be robust and identify development needs. Trainee teachers must be able to demonstrate adequate levels of written English appropriate to the level of qualification taken. Any development needs identified in the initial assessment should be recorded and an action plan agreed. For trainee teachers who join the programme having already completed a PTLLS award, their record of development needs and previous action plan should be revisited, reviewed and further developed

Opportunities to develop these personal skills should be across the mandatory and restricted optional units as a minimum.

City & Guilds supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as associate teachers.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

In addition, throughout the programme, learners working at level 5 need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in an understanding of the relationship between theory/principles and practice; evidence of research and reading; evidence of consideration of practice that is in accordance with professional values and an academic style of writing (Harvard system is recommended) Writing should be concise, and learners should provide evidence of careful planning. Learner assessments should be word processed wherever possible.



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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