

Education and Training (Level 5 Diploma)



Laser Learning Awards

LASER supports its approved centres to develop flexible and responsive credit based courses. This includes those that widen access to lifelong learning, and address exclusion and participation. The structure of our qualifications enables learners to be recognised for their achievement, to accumulate credit, and use this to access further qualifications and learning over time.

LASER makes sure:

- quality assurance underpins all provision.
- only centres that meet national standards are approved (for course and qualification delivery and quality assurance).

LASER staff:

- have a wide experience of centre, course and qualification approval.
- support centres to make sure awards are valid and valued.

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Qualification Overview

OFQUAL QUALIFICATION NUMBERS

601/0506/9	LASER Level 3 Award in Education and Training
601/0517/3	LASER Level 4 Certificate in Education and Training
601/0518/5	LASER Level 5 Diploma in Education and Training

Laser Learning Awards is an awarding organisation regulated by Ofqual, the regulator of qualifications, examinations and assessments in England.

PURPOSE AND AIM OF QUALIFICATIONS	<p>Award – offers an overview of the roles, responsibilities and relationships associated with education and training as a starting point for a career in teaching/training.</p> <p>Certificate – confirms occupational competence in teaching; ideal for practitioners seeking a practical teaching qualification.</p> <p>Diploma – confirms occupational competence in teaching; ideal for practitioners seeking a practical teaching qualification but also want to study in depth underpinning theories, frameworks and research.</p>
WHO IS IT FOR?	Those with an interest in teaching/training aged 19 years or older.
ENTRY REQUIREMENTS	There are no specific entry requirements. Centres are responsible for ensuring the qualification is appropriate for the age and ability of the learners. The recommended minimum age for this qualification is 19 years and above. Please also refer to Section 3.2. of this document.
RULES OF COMBINATION	<p>Award – To achieve the LASER Level 3 Award in Education and Training the learner must achieve a minimum of 12 credits. 3 credits must be taken from Unit Group A. A minimum of 6 credits must be taken from Unit Group B. A minimum of 3 credits must be taken from Unit Group C.</p> <p>Certificate – To achieve the LASER Level 4 Certificate in Education and Training the learner must achieve a minimum of 36 credits. 21 credits must be taken from Unit Group A. A minimum of 15 credits must be taken from Unit Group B. Overall a minimum of 21 credits must be at Level 4 or above.</p> <p>Diploma – To achieve the LASER Level 5 Diploma in Education and Training the learner must achieve a minimum of 120 credits. 75 credits must be taken from Unit Group A. A minimum of 45 credits must be taken from Unit Group B. Overall a minimum of 61 credits must be at Level 5.</p>
UNITS	Please follow the link to the units list and click on the unit titles.
ASSESSMENT	The qualifications are achieved by providing evidence covering the learning outcomes and assessment criteria of each unit, and by satisfying requirements for practice and observed practice. Details of assessment methods are contained within each unit. Evidence is assessed and internally verified by the provider, and verified externally by LASER.
PRICE	For LASER's price list, please click here .
DATES	Operational Start Date: 1 September 2013 Operational End Date: 31 July 2024 Last Certification Date: 31 July 2026
TO DELIVER	Centres must meet LASER's requirements for centre recognition and qualification approval. Click here for details of how to become an Approved Centre. Requirements include those around teaching and learning resources, staffing, course and venues, record keeping, delivery, assessment, and quality assurance. Once approved, centres can download necessary forms from the Quartz Web Portal . This resource includes a range of information and guidance as well as providing access to secure web-based functions, designed to make the administration and assessment of qualifications simple and efficient.

1. About the Qualification

LASER's Level 5 Diploma in Education and Training is an industry-standard qualification regulated by Ofqual on the Regulated Qualifications Framework (RQF).

It provides a nationally-recognised teaching qualification appropriate for trainee and established teachers, tutors and trainers working in the post 16 education and training sector which covers a wide spectrum of providers including further education colleges, adult and community education providers, offender education, work based learning providers, the third/voluntary sector and independent training organisations. The qualification confirms occupational competence to teach 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.

This qualification replaces the QCF equivalent qualification of the same title. For details of the policy context and background to the updated qualifications in Education and Training, please see Appendix 5.

This Regulated Qualification Framework qualification is recognised as equivalent to the Certificate of Education qualifications in the Framework of Higher Education Qualifications (FHEQ).

The LASER Level 5 Diploma in Education and Training has a credit value of 120 and a recommended Total Qualification Time of 1200 hours, including Guided Learning Hours (GLH) of between 360 and 530 hours, depending on the units chosen.

There is a significant practice requirement for this qualification, a minimum of 100 hours, a proportion of which needs to be observed. Candidates will also need to be able to meet the additional practice and observation requirements for the optional units they undertake, where these apply. For further information, please see the Summary of Practice Requirements by Unit provided in [Appendix 3](#).

Also available in the 'Education and Training' suite is an Award at Level 3 and a Certificate at Level 4. An assessment should be performed with each prospective candidate as to which of the three Education and Training qualifications is most suitable for the candidate to embark upon. For guidance, please see [Appendix 5](#).

The suite of Education and Training qualifications has been designed so that a trainee teacher can undertake the Level 5 Diploma without having previously achieved the Level 3 Award or Level 4 Certificate.

A Qualification Summary outlining all three qualifications is provided in [Qualification Overview](#).

To offer these qualifications, a centre must be approved by LASER. For further information about becoming an Approved Centre or working in partnership with an Approved Centre please visit [our website](#).

Centres must gain approval before starting to deliver this qualification. An [Approval to Deliver form](#) can be downloaded from our website and existing approved centres must also complete a New Programme-Provider Course Notification Form which is available via our [Quartz Web Portal](#). There are further requirements for Assessment Design, please see [Section 3.2](#). for further details. Full details of all LASER requirements are provided in the LASER centre handbook which is also available via our [Quartz Web Portal](#),

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2. Offering the Qualification

2.1 AIMS AND OBJECTIVES

This qualification is designed as a teacher training qualification. It confirms occupational competence in teaching/training in a range of settings, including further, adult or community education and work-based learning. There is a strong focus on theoretical elements and practical teaching skills.

Candidates cover:

- 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.

Candidates also have an opportunity to study additional, more specialist units within these topics, as well as optional units in fields such as action learning, action research, engaging with employers, coaching, mentoring, personal tutoring, working with disabled learners, ESOL, literacy and language teaching and using mathematics.

2.2 TARGET GROUP

The qualification is aimed at trainee or established teachers/trainers. It is approved for individuals aged 19 years or older.

2.3 ENTRY REQUIREMENTS

Nationally-agreed entry requirements for this qualification include:

- Candidates need to be qualified, proficient or experienced in the subject which they intend to teach with sufficient personal skills to complete the academic and other requirements of the programme.
- Candidates need to demonstrate the potential to study at minimum academic level 5 – the same level of study as the second year of a degree course.
- Candidates must be in a position to meet the requirement for a minimum of 100 hours of practice for this qualification, a proportion of which need to be observed (8 assessed observations). Practice must involve working with groups of learners (as opposed to solely one to one tuition) to achieve this qualification. Candidates will also need to be able to meet the additional practice and observation requirements for the optional units they undertake, where these apply. For further information, please see the Summary of Practice Requirements by Unit provided in [Appendix 3](#).

- Providers will be aware that there is a minimum core of literacy, language, numeracy and ICT which details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector. There is therefore a requirement to carry out an initial assessment of a trainee teacher's personal skills in English, mathematics and ICT. Providers may wish to base this initial assessment on the requirements identified in the document ['Minimum Core Guidance - Defining the minimum core of teachers' knowledge, understanding and skills in literacy, language, numeracy and ICT; Using inclusive approaches to address learners' needs'](#) (The Education and Training Foundation, Nov 2016).
- The teaching programme will support further development of Maths, English and ICT skills, recorded in a personal development log. It is recommended that trainee teachers will have been assessed as competent at level 2 in English and maths prior to the completion of their qualification; however, candidates wishing to take any of the specialist English and maths units will need to evidence Level 3 personal skills in English or mathematics, as appropriate. The entry criteria, and how they may be evidenced, are detailed in ['Criteria for entry to mathematics \(numeracy\) and English \(literacy and ESOL\) teacher training in the lifelong learning sector'](#) (LLUK, June 2007; amended 2010).
- It is essential that providers check that candidates do not have a background which will by law prevent them from working as a teacher with young people or vulnerable adults if this is the trainee's goal.

2.4 COURSE DESIGN

Providers need to be aware that achievement of the unit **'Theories, principles and models in education and training' (A/505/0818, WJB426)** is a prerequisite for achievement of the unit **'Developing teaching, learning and assessment in education and training' (R/505/0923, WJB439)**. Therefore, the unit **'Theories, principles and models in education and training' (A/505/0818, WJB426)** must be delivered and assessed (and successfully achieved) first.

Providers also need to be aware that there is a significant overlap between the units in the LASER Level 4 Certificate in Education and Training and the units in the LASER Level 5 Diploma in Education and Training. Individuals who are progressing from the LASER Level 4 Certificate to the Level 5 Diploma will not be expected to repeat as part of the Level 5 Diploma any units they have previously achieved as part of the Level 4 Certificate, and their previous achievement can be carried over.

The following units appear in both the LASER Level 4 Certificate in Education and Training and the LASER Level 5 Diploma in Education and Training:

OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE
M/503/5376	WJA599	Action Learning To Support Development Of Subject Specific Pedagogy
T/503/5380	WJA601	Action Research
M/505/1089	WJB419	Delivering Employability Skills
A/502/9547	WJA549	Develop And Prepare Resources For Learning And Development
M/502/9545	WJA553	Develop Learning And Development Programmes
H/505/1090	WJB410	Developing, Using And Organising Resources In A Specialist Area
Y/503/5310	WJA556	Effective Partnership Working In The Learning And Teaching Context
D/502/9556	WJA559	Engage With Employers To Facilitate Workforce Development

OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE
Y/503/5789	WJA573	Equality And Diversity
K/505/1091	WJB435	Evaluating Learning Programmes
H/502/9543	WJA575	Identify The Learning Needs Of Organisations
L/503/5384	WJA560	Inclusive Practice
A/601/5321	CAN119	Internally Assure The Quality Of Assessment
A/502/9550	WJA537	Manage Learning And Development In Groups
J/505/0188	WJB412	Preparing For The Coaching Role
L/505/0189	WJB436	Preparing For The Mentoring Role
T/505/1093	WJB423	Preparing For The Personal Tutoring Role
L/504/0231	WJB415	Principles And Practice Of Lipreading Teaching
R/504/0229	WJB421	Specialist Delivery Techniques And Activities
J/505/1096	WJB413	Teaching In A Specialist Area
Y/505/1099	WJB424	Understanding And Managing Behaviours In A Learning Environment
L/505/1102	WJB417	Understanding And Managing Behaviours In A Learning Environment
F/601/5322	CAN120	Understanding The Principles And Practices Of Externally Assuring The Quality Of Assessment
T/601/5320	CAN118	Understanding The Principles And Practices Of Internally Assuring The Quality Of Assessment

Furthermore, candidates who have previously achieved all of the following units as part of the Level 4 Certificate in Education and Training (the mandatory credit units/Unit Group A) are not required to undertake the unit **'Teaching, Learning and Assessment in Education and Training' (H/505/0912, WJB429)** as part of the Level 5 Diploma in Education and Training. Their previous achievement can be carried over.

OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE
F/505/0125	WJB407	Assessing Learners In Education And Training
M/505/0122	WJB418	Delivering Education And Training
A/505/1189	WJB403	Planning To Meet The Needs Of Learners In Education And Training
H/505/0053	WJB409	Understanding Roles, Responsibilities And Relationships In Education And Training
L/505/0127	WJB416	Using Resources For Education And Training

In terms of the practice requirement, individuals who have previously completed the Level 4 Certificate in Education and Training may use a maximum of 20 hours of practice towards the Level 5 Diploma in Education and Training as follows:

- To meet the practice requirement for the unit **'Teaching, Learning and Assessment in Education and Training' (H/505/0912, WJB429);**

- Towards the overall minimum practice requirement of 100 hours.

They may use a maximum of two observed assessments of practice towards the Level 5 Diploma in Education and Training as follows:

- To meet the observed and assessed practice requirement for the unit **'Teaching, Learning and Assessment in Education and Training' (H/505/0912, WJB429)**;
- Towards the overall minimum of eight observed assessments of practice required.

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

2.5 THE MINIMUM CORE

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector. The minimum core document comprises three sections:

- Language and literacy
- Numeracy
- Information and communication technology (ICT).

Within each subject area, the required knowledge and understanding is divided into two sections:

- Section A - relates to the teacher's knowledge and understanding about the subject in relation to learning and the learner.
- Section B - relates to the personal skills of the teacher.

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the Education and Training qualifications.

Elements of the minimum core should be selected appropriate to the context and needs of each cohort of candidates. The selected elements should be delivered and assessed across the following units:

OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE
H/505/0912	WJB429	Teaching, Learning And Assessment In Education And Training
R/505/0923	WJB439	Developing Teaching, Learning And Assessment In Education And Training

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2.6 ACHIEVING THE QUALIFICATION

To achieve the LASER Level 5 Diploma in Education and Training, the learner must undertake a number of units of assessment and achieve a specified value of 'credit' by meeting the assessment criteria for those units of assessment.

The '**rules of combination**' for the qualification (i.e. the value of credit the learner must achieve, and instructions about the units of assessment they must undertake to do so) are stated below. The units in Group A are mandatory.

Rules of Combination:

To achieve the LASER Level 5 Diploma in Education and Training the learner must achieve a minimum of 120 credits. 75 credits must be taken from Unit Group A. A minimum of 45 credits must be taken from Unit Group B. Overall a minimum of 61 credits must be at Level 5.

Details of the units and the unit groupings can be found in [Appendix 2](#).

Please note, if a candidate were to achieve both the Level 4 unit '**Understanding And Managing Behaviours In A Learning Environment**' (Y/505/1099, WJB424) and the Level 5 unit '**Understanding And Managing Behaviours In A Learning Environment**' (L/505/1102, WJB417), only one unit (the Level 5 unit, because it is the highest level unit) would count towards their overall achievement of the qualification.

In addition to meeting the above rules of combination, the candidate must also be able to evidence a minimum of 100 hours of practice. Practice must involve working with groups of learners (as opposed to solely one to one tuition) to achieve this qualification.

As a guide, the ETF recommends that an effective teaching practice experience should ideally include:

- different teaching practice locations/settings/contexts;
- teaching across more than one level;
- teaching a variety of learners;
- teaching individuals and groups;
- experience of non-teaching roles; and
- gaining subject-specialist knowledge through workplace mentoring.

Each candidate must also be observed a minimum of eight times, totalling a minimum of eight hours. This excludes any observed practice completed as part of the Level 3 Award in Education and Training. Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme.

The eight observations must be linked to the following units:

OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE
H/505/0912	WJB429	Teaching, Learning And Assessment In Education And Training
R/505/0923	WJB439	Developing Teaching, Learning And Assessment In Education And Training

To be eligible for the award of credit for any one of the above two units, the candidate must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice. To be eligible for the award of credit for both units, the candidate must be able to provide evidence of a minimum of eight assessed observations of practice that meet the required standard of practice.

Guidance on the required standard of practice is available in our Teaching Observation Guidance document which can be downloaded from the [Quartz Web Portal](#).

It is recommended that a holistic approach should be taken to observed and assessed practice so that each observation and assessment of practice enables candidates to provide evidence for both of the units identified above.

If the candidate does not complete the required 100 hours of teaching practice within the duration of the course, the opportunity to make up the required number of hours should be provided by an agreed deadline. The candidate cannot achieve the qualification until the minimum number of practice hours and associated observations have been completed, even if all the necessary unit assessment criteria have been achieved.

Information about the practice and observations which may be carried forward by individuals who have previously achieved the Level 3 Award in Education and Training or Level 4 Certificate in Education and Training can be found in [Section 2.4 Course Design](#).

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2.7 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
LASER Level 5 Diploma in Education and Training	120	360	1200 hours

* Total Qualification Time represents an estimate of the total amount of time that a learner could reasonably expect to devote to successfully achieving the qualification. Total Qualification Time (TQT) is made up of Guided Learning hours (GLH) and Additional Hours (AH).

Guided Learning Hours (GLH) comprises activities completed by the learner under the direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means. Examples of Guided Learning activities include:

- Supervised:
 - classroom based learning
 - work-based learning
 - e-learning
- Real-time tutorials including webinars, phone, and other electronic delivery methods.
- All forms of assessment which take place under the immediate guidance or supervision of a tutor/teacher, lecturer, supervisor, trainer or other approved/appropriate provider.

Additional Hours (AH) recognises all the other time taken in preparation that is not under the direct supervision of tutor/teacher, lecturer, supervisor, trainer etc. Example activities that could contribute to Additional Hours could include:

- Unsupervised:
 - independent compilation of portfolio of evidence
 - work-based learning
 - e-learning or e-assessment
 - coursework or research
 - private study time
 - viewing of a pre-recorded podcast or webinar

2.8 LANGUAGE REQUIREMENTS

The qualification is only available in English.

2.9 PROGRESSION OPPORTUNITIES

Successful candidates may choose to progress on to LASER's qualifications for Assessors and Internal Verifiers. Providers and candidates should note that:

- **'Understanding The Principles And Practices Of Internally Assuring The Quality Of Assessment' (T/601/5320, CAN118)** appears in the LASER Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice, the LASER Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and the LASER Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- **'Internally Assure The Quality Of Assessment' (A/601/5321, CAN119)** appears in the LASER Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and the LASER Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

Individuals who have previously achieved a unit listed above will not be expected to repeat it and their previous achievement can be carried over.

Click [here](#) to find out more about the Assessor and Internal Verifier qualifications on the Ofqual Register of Regulated Qualifications, or visit the LASER [website](#).

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3. How the Qualification will be Assessed

3.1 OVERVIEW

The qualifications are assessed by the centre and are subject to LASER's requirements for quality assurance. Once approved as a Laser Centre simply log on to the [Quartz Web Portal](#) where you'll find a full resource bank of quality information, including the latest LASER Assessment Guidance.

3.2 ASSESSMENT DESIGN

The qualification is assessed through a portfolio of evidence, which may be paper-based or electronic.

The portfolio must comprise a series of completed tasks, evidence of practice (min 100 hours) and all required observation records (minimum of 8 assessed observations). The tasks must be devised by the centre, taking into account any Assessment Guidance attached to the unit* and must be mapped to the assessment criteria.

Example assessment tasks can be downloaded from the [Quartz Web Portal](#).

All centre-devised assessment tasks must be approved by LASER. Assessment must be valid, reliable and sufficient to meet the outcome. It is important that assessments are internally verified to meet these standards before they are sent to LASER for approval. The Approval of Assessment form can be accessed via the [Quartz Web Portal](#).

The centre must assess the candidate's portfolio in terms of whether it provides evidence that the candidate has met each unit assessment criteria and satisfied the practice/observation requirements.

Observational practice should be carried out by the teacher educator delivering the programme or shared with a nominated mentor or subject specialist working with the trainee.

Centres should ensure that the outcomes of assessments of observational practice are fed back to trainees to enable them to identify what they are doing well and to highlight what improvements could be made in future delivery. Feedback should reference the appropriate sections of the Common Inspection Framework to determine that, towards the end of the period of training, the trainee is consistent and secure in their practice and familiar with the required standards.

Effective practice demands that the majority of observations are conducted "live" so that the assessor can make rounded judgements, not just about delivery, but also on learners' responses and outcomes and how the dynamics of teaching and learning evolve.

Centres that intend to use remote observation for assessment purposes must gain pre-approved from LASER. Remote observation can be helpful when it is utilised as part of a professional discussion, **but the sole use of remote observation techniques involving video or digital recording, does not provide sufficient scope and should be avoided.**

Observed practice sessions can be recorded using our Teaching Observation Guidance form which can be downloaded from our [Quartz Web Portal](#).² Guidance on the standards that observed sessions should meet is included with the form.

When a candidate achieves a unit, their achievement can be recorded using the ['Units Achieved' form](#), which can also be included at the front of the candidate's portfolio.

The candidate cannot achieve the qualification until the minimum number of 100 practice hours and the 8 assessed observations have also been completed.

¹ All Approved Centres have access to the [Quartz Web Portal](#).

² Once approved as a Laser Centre simply log on to the [Quartz Web Portal](#).

Assessed work must be internally quality assured ([See Section 6](#)).

Level Descriptors are provided in [Appendix 1](#). It is recommended that tutors familiarise candidates with these, to ensure their work is presented at the appropriate level.

*A summary of unit-level practice requirement stipulations can be found in [Appendix 3](#).

3.3 RECORD KEEPING

LASER also recommends using a [Tutor Assessment Planning Sheet](#)² as this helps to set out the various tasks, their assessment methods and the evidence needed to be produced, in a simple plan that can be shown to the internal quality assurer and LASER Quality and Curriculum Reviewer. It also allows the assessor to set out the options where more than one assessment method could be used for any one task: this information can then be transferred as required to the [Individual Learner Record](#) for each learner, allowing for some different methods to be used for individual learners, if individualised learning is appropriate. These planning sheets can be customised as centres prefer, as long as all essential information is included.

All assessment methods must be suitably evidenced, and templates for assessors' use are all available in the Document section of the [Quartz Web Portal](#). Note particularly the use of a group witness or individual witness statement, to be used in conjunction with a list of questions or discussion prompts, or sample recordings, when the methods 'group discussion' or 'oral question and answer' are used.

It is acceptable for the evidence to be held in a mixture of places, for example in a learner file and/or tutor file or on an intranet using a specific learner programme. If this is the case, it must be clear for each learner precisely where the information is held, by using one record sheet such as the Individual Learner Record, and that the evidence is complete. Electronic evidence must be available to LASER Quality and Curriculum Reviewers when requested.

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4. Special Arrangements for Learners with Particular Requirements

For information on special arrangements please refer to the LASER policy document [Access to Fair Assessment](#). This gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

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5. Tutor/Assessor/Internal Quality Assurer Requirements

The following requirements are laid down by the Education and Training Foundation.

Those who tutor this qualification should have all of the following:

- A teaching qualification equivalent to Level 5 or above
- Evidence of teaching experience in an education and training context
- Access to appropriate guidance and support
- On-going participation in related programme quality assurance processes

They should, ideally, also be engaged in further studies at Level 7.

Those who assess this qualification must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors);
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment; or
 - Level 3 Certificate in Assessing Vocational Achievement; or
 - A1 Assess candidate performance using a range of methods; or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and show current evidence of continuing professional development in assessment and quality assurance.

Those who quality assure this qualification internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment; or
 - Level 3 Certificate in Assessing Vocational Achievement; or
 - A1 Assess candidate performance using a range of methods; or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice; or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or
 - V1 Conduct internal quality assurance of the assessment process; or
 - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.

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6. Quality Assurance of the Qualification

Approved centres must have implemented the internal quality assurance arrangements detailed in the LASER Centre Handbook which is available in the document section of the [Quartz Web Portal](#). The LASER appointed Quality and Curriculum Reviewer will regularly monitor compliance with these requirements. The LASER Quality and Curriculum Reviewer will report on the progress of any agreed actions for quality improvement.

In brief, centres delivering LASER qualifications must have internal quality assurance systems to underpin the delivery of the qualification. Internal quality assurance is the process by which the centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings, to ensure consistency and fairness. It involves two key processes; verification and standardisation and is done by one or more internal quality assurers.

Systems do vary between centres according to their particular situation, for example practices that work in a large centre are not necessarily effective in a smaller one. However there must be:

- An appropriate quality assurance system in place and;
- Evidence the system is implemented effectively.

The outcome of the internal quality assurance process is the recommendation of the award of credit to learners. Credit is then awarded by LASER as appropriate.

6.1 DIRECT CLAIMS STATUS (DCS)

Direct Claims Status (DCS) can be awarded when a centre has one or more Approved Internal Quality Assurers (AIQA) for the appropriate sector or course(s). These centres can claim the award of credit directly from LASER. An application for DCS must be made by the individual holding AIQA status and must show evidence of good verification practice at the centre for which the application is made. When an AIQA leaves an organisation, DCS does not automatically transfer to any new centre. An application must be made in conjunction with the new centre.

AIQA and DCS status is monitored by the Quality and Curriculum Reviewer and can be withdrawn by LASER at any time if quality systems are not effective.

6.2 STANDARDISATION

LASER will hold regular standardisation events to make sure there is consistent application of assessment. Centres are required to contribute to LASER's programme of standardisation and also to carry out appropriate internal standardisation.

LASER hold standardisation events on a rolling basis to make sure comparable standards are being achieved year on year and there is a consistency of delivery and assessment across centres. LASER Quality and Curriculum Reviewers will identify samples of learners' work that they want to retain for standardisation

purposes during quality assurance visits. Where an IQA is in place they will identify samples of learners' work to submit to national standardisation events. Centres are required to retain records of the assessment and internal quality assurance processes to contribute to standardisation events. Where units are common to other awarding organisations' qualifications, LASER will work collaboratively to make sure standardisation requirements as set out in the Regulated Qualifications Framework and Ofqual's General Conditions of Recognition are met.

Standardisation activities also include opportunities for networking and sharing of resources, together with regular information about new or replacement units. Centres are recommended to attend these annual meetings, in addition to centre visits by LASER Quality and Curriculum Reviewers.

6.3 RETAINING EVIDENCE

For all qualifications, centres must retain complete and accurate records for at least three years from the end of the academic year to which they relate. These records must be made available to LASER on request.

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Appendix 1: Ofqual Level Descriptors – Levels 3, 4 & 5

LEVEL	KNOWLEDGE DESCRIPTOR (THE HOLDER...)	SKILLS DESCRIPTOR (THE HOLDER CAN...)
Level 3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>
Level 4	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work.</p> <p>Has an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>
Level 5	<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>

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Appendix 2: Unit List

For more information on unit content, please click below:

LASER Level 5 Diploma in Education and Training

OFQUAL CODE: 601/0518/5



Also available in the 'Education and Training' suite is an Award at Level 3 and a Certificate at Level 4.

LASER Level 3 Award in Education and Training

OFQUAL CODE: 601/0506/9



LASER Level 4 Certificate in Education and Training

OFQUAL CODE: 601/0517/3



As well as consulting this document, providers must also check LASER's essential information regarding the availability of all LASER's qualifications and units, including withdrawal notifications. LASER's 'Qualification and Unit Announcements' are available [here](#).

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Appendix 3: Summary of Practice Requirements by Unit

OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE	PRACTICE REQUIREMENT	OBSERVATION & ASSESSMENT OF PRACTICE REQUIREMENT	DETAILS
R/505/0923	WJB439	Developing Teaching, Learning And Assessment In Education And Training	Yes	Yes	Practice must be in a real work environment.
H/505/0912	WJB429	Teaching, Learning And Assessment In Education And Training	Yes	Yes	Practice must be in a real work environment.
A/505/0818	WJB426	Theories, Principles And Models In Education And Training	No	No	No practical teaching element.
J/505/0837	WJB433	Wider Professional Practice And Development In Education And Training	No	No	No practical teaching element.
J/505/0756	WJB430	Action Learning For Teaching In A Specialist Area Of Disability	No	No	No practical teaching element.
M/503/5376	WJA599	Action Learning To Support Development Of Subject Specific Pedagogy	No	No	No practical teaching element.
T/503/5380	WJA601	Action Research	No	No	No practical teaching element.
M/505/1089	WJB419	Delivering Employability Skills	Yes	Yes	Practice must be in a real work environment.
A/502/9547	WJA549	Develop And Prepare Resources For Learning And Development	Yes	Yes	Practice must be in a real work environment for certain learning outcomes.
M/502/9545	WJA553	Develop Learning And Development Programmes	Yes	Yes	Practice must be in a real work environment for certain learning outcomes.
H/505/1090	WJB410	Developing, Using And Organising Resources In A Specialist Area	Yes	Yes	Practice must be in a real work environment.
Y/503/5310	WJA556	Effective Partnership Working In The Learning And Teaching Context	No	No	No practical teaching element.
D/502/9556	WJA559	Engage With Employers To Facilitate Workforce Development	Yes	Yes	Practice must be in a real work environment for certain learning outcomes.
Y/503/5789	WJA573	Equality And Diversity	No	No	No practical teaching element.
F/505/0786	WJB427	ESOL And The Learners	No	No	No practical teaching element.
A/505/0785	WJB425	ESOL Theories And Frameworks	No	No	No practical teaching element.
K/505/1091	WJB435	Evaluating Learning Programmes	No	No	No practical teaching element.
H/502/9543	WJA575	Identify The Learning Needs Of Organisations	.Yes	Yes	Practice must be in a real work environment for certain learning outcomes.
L/503/5384	WJA560	Inclusive Practice	No	No	Practical teaching element optional.
A/601/5321	CAN119	Internally Assure The Quality Of Assessment	Yes	Yes	Practice must be in a real work environment.
L/505/0791	WJB438	Literacy And ESOL And The Learners	No	No	No practical teaching element.
J/505/0790	WJB432	Literacy And ESOL Theories And Frameworks	No	No	No practical teaching element.

OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE	PRACTICE REQUIREMENT	OBSERVATION & ASSESSMENT OF PRACTICE REQUIREMENT	DETAILS
L/505/0774	WJB437	Literacy And The Learners	No	No	No practical teaching element.
J/505/0773	WJB431	Literacy Theories And Frameworks	No	No	No practical teaching element.
Y/505/0776	WJB441	Literacy, ESOL And The Learners	No	No	No practical teaching element.
A/502/9550	WJA537	Manage Learning And Development In Groups	Yes	Yes	Practice must be in a real work environment for certain learning outcomes.
K/505/0765	WJB434	Numeracy And The Learners	No	No	No practical teaching element.
H/505/0764	WJB428	Numeracy Knowledge And Understanding	No	No	No practical teaching element.
J/505/0188	WJB412	Preparing For The Coaching Role	No	No	No practical teaching element.
L/505/0189	WJB436	Preparing For The Mentoring Role	No	No	No practical teaching element.
T/505/1093	WJB423	Preparing For The Personal Tutoring Role	No	No	No practical teaching element.
L/504/0231	WJB415	Principles And Practice Of Lipreading Teaching	Yes	Yes	Practice must be in a real work environment.
R/504/0229	WJB421	Specialist Delivery Techniques And Activities	Yes	Yes	Practice must be in a real work environment.
J/505/1096	WJB413	Teaching In A Specialist Area	Yes	Yes	Practice must be in a real work environment.
Y/505/1099	WJB424	Understanding And Managing Behaviours In A Learning Environment	Yes	Yes	Practice must be in a real work environment.
L/505/1102	WJB417	Understanding And Managing Behaviours In A Learning Environment	Yes	Yes	Practice must be in a real work environment.
F/601/5322	CAN120	Understanding The Principles And Practices Of Externally Assuring The Quality Of Assessment	No	No	Practical teaching element optional.
T/601/5320	CAN118	Understanding The Principles And Practices Of Internally Assuring The Quality Of Assessment	No	No	Practical teaching element optional.
Y/505/0759	WJB440	Understanding Theories And Frameworks For Teaching Disabled Learners	No	No	No practical teaching element.
A/503/4859	WJB402	Using Mathematics: Personal And Public Life	No	No	No practical teaching element.
F/503/4863	WJB406	Using Mathematics: Professional And Vocational Contexts	No	No	No practical teaching element.
D/505/1105	WJB405	Working With The 14-19 Age Range In Education And Training	Yes	Yes	Practice must be in a real work environment.
K/503/4856	WJB414	Writing Skills For Literacy And Language Teaching	No	No	No practical teaching element.

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Appendix 4: Policy Context and Background to Qualifications in Education and Training

What follows below is adapted from the ETF (November 2016) guidance document, 'Qualifications in Education and Training – Updated Guidance on the Teaching Qualifications for the Further Education and Skills Sector'.

Changes in the sector

Qualifications and regulations

The requirement for teachers in publicly funded post 16 education and training to have prescribed teaching qualifications was revoked from September 1st 2013. Employers now have the discretion to appoint to posts those that they feel are best suited in terms of qualifications, experience and attributes for the roles they wish to fill. Many employers retain a preference for those who have, or who are willing to gain, a teaching qualification. The most commonly accepted qualifications for the sector are those in Education and Training which are explained in this document.

The Qualifications and Credit Framework was abolished in 2015 and replaced by a simplified Regulated Qualifications Framework (RQF). This has no immediate impact on qualifications in education and training but may have implications for future developments.

Organisational developments

In 2012 the requirement for membership of the Institute for Learning (IfL) was abolished but the responsibility for conferring Qualified Teacher Learning and Skills (QTLS) status was retained. IfL ceased operation in July 2014 and the arrangements for QTLS were assumed by a new body, the Society for Education and Training (SET). The Learning and Skills Improvement Service (LSIS) who had previous oversight of the sector qualifications ceased operations in September 2013.

In line with recommendations in the 2012 Lingfield Report, a new body was established - the Education and Training Foundation - whose purpose is to work with teachers, trainers, leaders and employers to help them deliver excellent further and vocational education and training.

The Education and Training Foundation (ETF) has not taken over ownership of any of the Qualifications and Credit Framework (QCF) units previously owned by LSIS and Lifelong Learning UK (LLUK). Ownership of the units has been transferred to the awarding organisation Ascentis.

Accreditation, quality assurance and course approval remains with those awarding organisations that were providing these in July 2014. However, responsibility for guardianship of the Professional Standards means that ETF has an enduring role in leading professionalism within the sector and therefore a responsibility to ensure that this plays out in the nature of the relevant qualifications

In 2013 the Commission on Adult Vocational Teaching and Learning (CAVTL) produced its final report. It made a series of ten recommendations aimed at strengthening the vocational education and training (VET) system into the next decade and beyond. The Education and Training Foundation has assumed the responsibility to develop its strategic partnerships to harness the commitment from employers, education and training providers and government to realise the vision of a first-class VET system.

New professional standards

In 2014, under the aegis of ETF, the professional standards which underpinned the 2013 qualifications were reviewed. The 2014 professional standards define the professional requirements of teachers, trainers and tutors of post 16 learners, and underpin effective teaching practice in the sector. The previous professional standards were widely considered to be unwieldy and unhelpful in supporting practitioners and the sector generally. The new standards:

- set out clear expectations of effective practice in education and training;
- enable teachers and trainers to identify areas for their own professional development;
- support initial teacher education;
- provide a national reference point that organisations can use to support the development of their staff.

There is no expectation that trainee teachers who are part way through a qualification should move to the new qualifications, and there is no requirement, for staff already holding teaching qualifications to 'requalify' by taking one of the new qualifications. However, the updated 2017 qualifications are compulsory for all new starters from 31st July 2017.

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Appendix 5: Selecting an Education and Training Qualification

What follows below is adapted from the ETF (November 2016) guidance document, 'Qualifications in Education and Training – Updated Guidance on the Teaching Qualifications for the Further Education and Skills Sector'.

The qualifications differ in terms of size, level, length of time to complete, practice requirements and content. By comparing these key features, employers and individuals can determine the most appropriate qualification for their staff or for themselves.

There are 3 levels of qualification and potential teachers should make an informed choice based on their levels of confidence, prior qualifications and career aspirations as to which level to take. It is neither necessary nor generally advisable to take each qualification in hierarchical sequence. It is quite usual for suitably qualified individuals to move straight to the full level 5 Diploma in Education and Training.

Level 3 Award in Education and Training

This qualification offers an introduction to teaching in the education and training sector.

Level 4 Certificate in Education and Training

This qualification may be helpful for those whose duties do not include the full range of teaching responsibilities, for example instructors or those who teach very small groups of learners.

Level 5 Diploma in Education and Training

The DET is a general or 'generic' teaching qualification that covers most curriculum areas within further education. Those wishing to teach lower level maths or English (below and including GCSE grades A* - C), English for Speakers of Other Languages, or to specialise in working with individuals who have special education needs or disability (SEND) should undertake a relevant specialist pathway route.

Level 5* Diploma in Education and Training qualification

The generic qualification for those who wish to become fully qualified as further education teachers, with the possibility of gaining the professional status of Qualified Teacher Learning and Skills (QTLS) (requires possession of level 2 qualifications in maths and English); the Level 5 Diploma (or its university

equivalent) offers the optimal opportunity for substantial career development. Colleges of further education and many other sector employers are likely to require this level of qualification or at least a commitment to gain this upon employment.

* Note that the university equivalent of the Diploma in Education and Training is commonly awarded at different levels depending on the trainee teacher's existing level of academic/vocational study. PGCEs are usually level 6 or 7 and Cert Eds are usually level 5.

The absence of regulation, however, does mean that currently there is an element of choice for the new teacher as there are different levels of qualification - although it is important to understand the implications of that choice. The three levels of teaching qualification cannot be exactly matched to particular job roles or employer type but career aspirations and personal circumstances are likely to have an impact on the qualification that a new teacher decides to take.

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Level 3 Award in Education and Training

12 CREDITS

12 CREDITS

This introductory, knowledge-based teaching qualification has no minimum practice requirement. Therefore, it may be undertaken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in microteaching.

**No minimum teaching practice requirement
but a minimum microteaching requirement**

This introductory, knowledge-based teaching qualification has no minimum practice requirement. Therefore, it may be undertaken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in microteaching.

To be awarded the Level 3 Award in Education and Training, a total of 12 credits must be achieved.

The qualification covers:

- understanding roles, responsibilities and relationships in education and training;
- understanding and using inclusive teaching and learning approaches in education; and
- understanding assessment in education and training.

The qualification is suitable for individuals who:

- are not in a teaching role, or who have just started a teaching role;
- want a short qualification;
- have the potential to study at this level, which has the same level of demand as that of study for A-levels;
- want a qualification without a minimum teaching practice requirement;
- may have already achieved some Learning and Development units that can be carried forward into this teaching qualification.
- are willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan to address them where necessary.

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Level 4 Certificate in Education and Training

36 CREDITS

This qualification develops practical teaching skills and, through the optional units, prepares teachers to work in a wide range of contexts.

**Minimum required
of 30 hours
teaching practice**

21 MANDATORY CREDITS

15 OPTIONAL CREDITS

**3 assessed
observations
of teaching**

This qualification develops practical teaching skills and, through the optional units, prepares teachers to work in a wide range of contexts.

To be awarded the Level 4 Certificate in Education and Training, a total of 36 credits must be achieved.

There is a requirement for a minimum of 30 hours of practice.

The mandatory units cover:

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

The optional units offer a wide range of activities from coaching and mentoring to engaging employers.

This qualification is suitable for individuals who:

- want a qualification which focuses on practical teaching;
- want a wide choice of optional units to reflect the context in which they teach;
- are currently teaching and want to have their experience and practice accredited;
- are not currently teaching but can meet the minimum teaching practice requirement of 30 hours;
- are able to undertake a qualification of medium size;
- have the potential to study at this level, which has the same level of demand as the first year of an undergraduate degree;
- are willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan to address them where necessary.

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Level 5 Diploma in Education and Training

150 CREDITS

This qualification provides training for those individuals who aspire to, or hold, a teaching role with an extensive range of teaching or training responsibilities, including those in more than one context.

Minimum required
of 100 hours
teaching practice

75 MANDATORY CREDITS

45 OPTIONAL CREDITS

8 assessed
observations
of teaching

This qualification provides training for those individuals who aspire to, or hold, a teaching role with an extensive range of teaching or training responsibilities, including those in more than one context.

To be awarded the Level 5 Diploma in Education and Training, a total of 120 credits must be achieved.

There is a requirement for a minimum of 100 hours of practice.

The mandatory units cover:

- planning, delivering and evaluating inclusive teaching and learning;
- assessing learning in education and training;
- understanding theories, principles and models in education and training; and
- understanding professionalism and the influence of professional values in education and training.

The optional units offer a wide range of options including action research, understanding and managing behaviours in a learning environment, literacy or numeracy theories and frameworks, and engaging with employers.

This qualification is suitable for individuals who:

- want the opportunity to explore underpinning theories, frameworks and research into effective teaching and learning alongside developing practical teaching skills;

- are currently teaching and want to have their experience and practice accredited;
- are not currently teaching but can meet the minimum teaching practice requirement of 100 hours;
- are able to undertake a large qualification, lasting one to two years;
- have the potential to study at this level, which has the same level of demand as that of a degree course;
- want a qualification recognised as equivalent to the Certificate of Education qualifications in the FHEQ;
- are willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan to address them where necessary.
- can evidence Level 3 skills in English or mathematics if they are taking any of the specialist units in teaching English (literacy and/or ESOL) or mathematics (numeracy).

Those wishing to teach lower level maths or English (below and including GCSE grades A* - C), English for Speakers of Other Languages, or to specialise in working with individuals who have special education needs or disability (SEND) should undertake the relevant specialist pathway route as opposed to the generic Level 5 Diploma in Education and Training.

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PEN PORTRAITS

Level 3 Award in Education and Training

Sunil worked as a health-care professional for 15 years before joining the team of a small independent training provider, AOTC, based in Leeds as an assessor. Within the first year of joining the company, Sunil achieved his A1 (Assessor Award) and now works with a case load of approximately 35 learners employed by care providers in the Leeds area who are working towards the Level 2 Diploma in Health and Social Care.

Although primarily a provider of work-based learning and assessment services, AOTC has recently diversified into classroom-based provision offering courses in social care to the unemployed. Sunil was asked to take on responsibility for delivering the workshops in Infection Control, which involved working at the company's training centre one day a week. Although he was keen to broaden his role, Sunil was not sure that he wanted to move away entirely from work-based assessment so agreed to take on the new responsibility on a six-month trial basis during which time AOTC agreed to put him through the Level 3 Award in Education and Training.

Level 4 Certificate in Education and Training

On graduating from university with a BA in French, John secured a position as a trainee accountant with Price Water House Cooper (PWHC). For the next three years, he worked as an auditor while studying to become a member of the Institute of Chartered Accountancy in England and Wales (CAEW). The ICAEW course was delivered on a block-release basis by an independent training provider specialising in accountancy at their training centre in Newcastle.

During this time John realised that he was not cut out for a long-term career in accountancy so, when he qualified and the training provider offered him a job as an Accountancy Trainer, he leapt at the opportunity.

After a two-day induction, John quickly settled into his new role, learning on the job. He developed his teaching skills by picking up tips from the colleagues he worked with and by attending some internal CPD workshops organised by his new employer.

Now that he has been in post for three years, John feels that it would be beneficial if he achieved some kind of formal teaching qualification. This would open up opportunities for him to progress within the organisation he currently works for or perhaps advance his career with other further education providers in the UK or overseas. However, he is reluctant to take on too large a qualification. He knows from

his experience of working towards his ICAEW qualifications how hard combining a full-time job with study can be. He has a young family at home so is unable to commit very much time to working towards a qualification.

John discusses the options available to him with his line manager who is keen to ensure that everyone in the organisation's training team has up-to-date teaching qualifications. He decides to enrol on a course leading to the Level 4 Certificate in Education and Training as it requires less of a study commitment than the Level 5 Diploma. With its focus on practical teaching, John hopes that the course will help develop the teaching skills highlighted as areas for improvement at his last performance review (such as classroom management skills), whilst offering the opportunity to have his experience and practice accredited. Once his children are older and are more self-sufficient, and depending on his job role at the time, John will consider progressing on to the Level 5 Diploma in Education and Training.

Level 5 Diploma in Education and Training

After completing a degree in cell biology, Balvir took a post as a research scientist in a pharmaceutical company. She worked there for ten years before maternity leave.

During her maternity leave, Balvir met mothers who were teachers and, through discussions with them, became attracted to teaching. Following advice, she applied for a post teaching biology in her local college. The person specification that accompanied the application pack stated that possession of a teaching qualification was desirable, as was industrial experience.

At interview, the college managers were impressed by Balvir's communication skills, interpersonal skills and, especially, her industrial experience. They offered her the post with one caveat; the college had a policy that its entire teaching staff must hold, or gain, a recognised teaching qualification. Balvir was happy to agree to this and accepted the post.

Following a one-week induction, Balvir's teaching timetable was arranged so that she could attend the part-time Level 5 Diploma in Education and Training run by the college, in partnership with a local university. She found the combination of following the Diploma and teaching was an excellent way for her to develop both her understanding of theories, principles and models of learning, and her teaching skills. After two years, Balvir gained the Level 5 Diploma in Education and Training.

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