QUALIFICATION HANDBOOK

Level 5 Diploma in Education and Training (6502-51/52)

March 2024 Version 2.4

City&
Guilds

Qualification at a glance

Subject area	**Teaching and Learning**
City & Guilds number	6502
Age group approved	19+
Entry Requirements	Candidates should be qualified/ experienced in the subject they intend to teach, have access to 100 teaching practice hours and possess reasonable levels of language, literacy and numeracy. All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and agree an action plan to address them. If joining the qualification programme having already completed a recent initial assessment, their record of development needs and previous action to address them should be reviewed.
Assessment	The qualification will be assessed by a combination of assignments, a portfolio of teaching evidence and observation of teaching or training. Simulation of teaching (micro-teaching) is not permitted for this qualification. Suggested assessment activities are provided in the form of example assignments in an assessment pack, available on the City & Guilds website. www.cityandguilds.com The example assignments in the assessment pack are not compulsory, but are offered to centres in an attempt to ensure that learners meet all assessment criteria. The assessment pack is accompanied by an answer pack, containing model answers for the example assignments. At the start of the assessment pack there is a useful table showing which assessment criteria should be met in the portfolio of teaching evidence.
Fast track	Available
Support materials	Qualification handbook Assessment pack Answer pack Smartscreen
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 5 Diploma in Education and Training (E&T units only)	360	1200	6502-51	601/0254/8
Level 5 Diploma in Education and Training (E&T, TAQA and L&D units)	360	1200	6250-52	601/0254/8
Level 5 Diploma in Education and Training (E&T, TAQA and L&D unit route)	360	1200	6250-95	601/0254/8
Level 5 Diploma in Education and Training (E&T units only unit route)	360	1200	6250-97	601/0254/8

Version and date	Change detail
2.0 Nov 2013	Minor amends in front matter sections
2.1 Nov 2015	Amendment on page 7, Key features of the Level 5 Diploma in Education and Training
2.2 October 2017	Added TQT and GLH details Deleted QCF
2.3 June 2023	Images removed throughout 'External Quality Assurer' updated to 'External Quality Assurer' throughout Removal of broken website link, pg 21
2.4 March 2024	Update of Quality Assurance Statement

Contents

1   Introduction

This document provides **detailed** information about the **mandatory units** and **generic** information about the **optional units.** This information will support organisations to develop their qualification programme. See the 6502 Level 4 and 5 unit pack for detailed information about the optional units.

The Level 5 Diploma in Education and Training is a teaching qualification which has a teaching/training practice requirement. It is an 'in service' qualification designed for those working or wishing to work as teachers/trainers in England. It may be possible for pre-service teachers/trainers (defined as those who are not formally contracted as teachers/trainers) to also complete this qualification. All candidates, whether pre-service or in-service must have access to 100 hours of teaching.

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

Candidates will also carry out research into professionalism in education and training policies and consider their impact on their role and their accountability as a teacher/trainer.

Candidates will also have the opportunity to contribute to quality improvement and quality assurance within their own organisation.

Area	Description
Who is the qualification for?	For candidates who work or who want to work as teachers/trainers in the further education and skills sector.
	For candidates who are not in a teaching/training role or who have just started a teaching/training role.
	For teachers/trainers who are seeking career progression in their area of work,
	For candidates who have already achieved some Learning and Development units that can be carried forward into this qualification.
	For candidates who are assessors and wish to achieve a teaching/training qualification.
	For candidates who have completed the City and Guilds Award in Education and Training, or Award in Preparing to Teach in the Lifelong Learning Sector and wish to progress
	For candidates who have completed the City and Guilds Level 4 Certificate in Education and Training or the Level 4 Certificate in Teaching in the Lifelong Learning Sector, and wish to progress.
	For candidates who have completed the City and Guilds Trainer skills or introduction to training qualifications (7300,1103-01 or 6258)
What does the qualification cover?	The qualification covers the knowledge and skills required by teachers/trainers in the further education and skills sector, such as:
	Teaching, learning and assessment in education and training
	Developing teaching learning and assessment in education and training
	Theories, principles and models of education and training
	Wider professional practice and development in education and training
Is the qualification part of a framework or initiative?	The qualification is a teaching qualification and is not part of the apprenticeship framework.
Who did we develop the qualification with?	The qualifications were developed with The Learning and Skills Improvement Service (LSIS).
What opportunities for progression are there?	The qualification allows candidates to progress into employment as teachers/trainers or to the following City & Guilds qualifications:
	9200 – Professional recognition qualifications
	6503 – Level 5 Diplomas in specialist teaching

Key features of the Level 5 Diploma in Education and Training

The Level 5 Diploma in Education and Training is a teaching qualification which extends into investigation and research into current practice, theories and models relating to education and training. Throughout the programme, candidates will demonstrate their ability to transfer the findings of their research into their own practice.

The 2013 suite of qualifications in Education and Training are not 'nested'. There are four mandatory units within this qualification which account for 75 credits. One of the mandatory units – unit 426 covers the content of the mandatory units in the Level 4 Certificate in Education and Training. There is no requirement to complete this unit if a candidate has successfully completed the Level 4 Certificate in Education and Training.

There is no requirement for candidates to have completed the Level 3 Award in Education and Training or the Level 4 Certificate in Education and Training before commencing this qualification.

All of the mandatory units are Education and Training Units. The optional units are made up of Education and Training units and Learning and Development (L and D) units. If Learning and Development units are selected, they must be delivered and assessed in accordance with the assessment strategy for those qualifications (Appendix 1 6317/8 and Appendix 2 6255 strategy needs adding as appendix 2). Centres wishing to deliver the Learning and Development optional units must ensure they have approval for all qualifications 6502 and 6317/8.

Within the generic Level 5 Diploma in Education and Training (6502-51), candidates have the opportunity of adding some of the specialist knowledge-only units, from the 6503 Level 5 Specialist Diplomas in Teaching, as optional units (units 508 to 518). If any of the specialist knowledge-only optional units are selected, they must be delivered and assessed in accordance with the assessment strategy for the specialist units (see appendix 2).

When candidates achieve the specialist teaching knowledge-only units, they have the opportunity to gain a Level 5 Specialist Diploma in Teaching (6503) alongside the Level 5 Diploma in Education and Training (6502). To do so, candidates must also achieve the relevant specialist practical units from the 6503 Level 5 Specialist Diplomas in Teaching, and centres must be approved to deliver these units. Please note, the specialist practical units are not available within the 6502 Level 5 Diploma in Education and Training. Full details of the 6503 Level 5 Specialist Diplomas in Teaching are available on the City & Guilds website.

6503 Level 5 Specialist Diplomas in Teaching available:

Title and level	City & Guilds number	Accreditation number
Level 5 Diploma in Teaching English: Literacy	6503-51	601/0873/3
Level 5 Diploma in Teaching Mathematics: Numeracy	6503-52	601/0876/9
Level 5 Diploma in Teaching English: ESOL	6503-53	601/0874/5
Level 5 Diploma in Teaching English: Literacy and ESOL	6503-54	601/0875/7
Level 5 Diploma in Teaching Disabled Learners	6503-55	601/0877/0

There is a requirement for a minimum of 100 hours teaching/training practice and a minimum of eight teaching/training practice observations, which must reach the required standard of practice.

Observations must be linked to the following mandatory units:
- Teaching Learning and Assessment (Level 4)
- Developing Teaching, Learning and Assessment (Level 5)

To be eligible for the award of credit for any one of the above units, a candidate must be able to provide evidence of a minimum of two assessed observations of practice that meets the required standard of practice. To be eligible for the award of credit for both units, a candidate must be able to provide evidence of a minimum of eight assessed observations of practice that meet the required standard of practice. The details of the required standard of practice are in section 4 of this document.

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

The achievement of the unit Theories, principles and models in education and training is a pre-requisite for the unit Developing teaching, learning and assessment in education and training.

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

For the Level 5 unit Developing teaching, learning and assessment in education and training, there is no transfer of practice or of observed and assessed practice hours from previously achieved teaching or training qualifications.

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

Structure

To achieve the **Level 5 Diploma in Education and Training**, candidates must achieve a minimum of **120** credits;

75 credits must be achieved from the mandatory units in group A

Plus a minimum of **45** credits from optional units in group B

A minimum of 61 credits must be at Level 5 (therefore a minimum of 6 optional credits must be achieved at level 5)

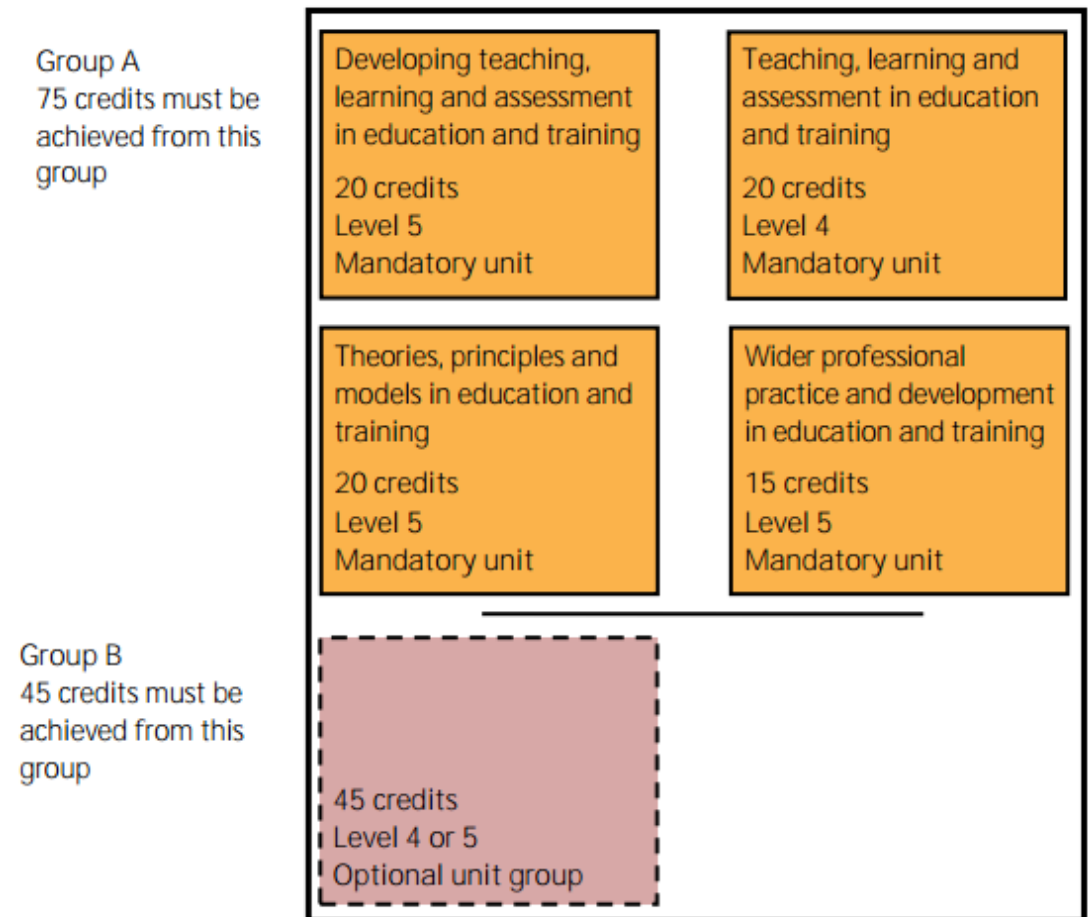NB - Optional units that have special requirements for delivery are highlighted in blue.

Key

Abbreviation	Meaning
L and D	Learning and Development
ELLT	English Language and Literature Teaching
MNT	Mathematics and Numeracy Teaching

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH	Unit Level
Mandatory – Group A					
H/505/0912	426	Teaching, learning and assessment in education and training	20	65	4
R/505/0923	501	Developing teaching, learning and assessment in education and training	20	65	5
A/505/0818	502	Theories, principles and models in education and training	20	60	5
J/505/0837	503	Wider professional practice and development in education and training	15	50	5
Optional – Group B					
A/502/9547 (L and D Unit)	405	Develop and prepare resources for learning and development	6	25	4
M/502/9545 (L and D unit)	406	Develop learning and development programmes	6	30	4
D/502/9556 (L and D unit)	407	Engage with employers to facilitate workforce development	6	30	4
H/502/9543 (L and D Unit)	408	Identify the learning needs of organisations	6	30	4

A/601/5321 (L and D Unit)	409	Internally assure the quality of assessment	6	45	4
A/502/9550 (L and D unit)	410	Manage learning and development in groups	6	30	4
F/601/5322 (L and D Unit)	411	Understanding the principles and practices of externally assuring the quality of assessment	6	45	4
T/601/5320 (L and D Unit)	412	Understanding the principles and practices of internally assuring the quality of assessment	6	45	4
M/505/1089	413	Delivering employability skills	6	20	4
Y/503/5310	414	Effective partnership working in the teaching and learning context	15	50	4
Y/503/5789	415	Equality and diversity	6	25	4
K/505/1091	416	Evaluating learning programmes	3	15	4
L/503/5384	417	Inclusive practice	15	50	4
J/505/0188	418	Preparing for the coaching role	3	15	4
L/505/0189	419	Preparing for the mentoring role	3	15	4
T/505/1093	420	Preparing for the personal tutoring role	3	15	4
L/504/0231	421	Principles and practice of lip-reading teaching	12	48	4
R/504/0229	422	Specialist delivery techniques and activities	9	30	4
J/505/1096	423	Teaching in a specialist area	15	50	4
Y/505/1099	424	Understanding and managing behaviours in a learning environment	6	20	4
M/503/5376	504	Action learning to support development of specific pedagogy	15	50	5
T/503/5380	505	Action research	15	50	5
H/505/1090	506	Developing, using and organising resources in a specialist area	15	50	5
M/505/3912	507	Managing behaviours in a learning environment	6	20	5
L/505/0791 (Specialist knowledge only unit)	508	Literacy and ESOL and the learners	20	60	5

J/505/0790 (Specialist knowledge only unit)	509	Literacy and ESOL theories and frameworks	20	60	5
L/505/0774 (Specialist knowledge only unit)	510	Literacy and the learners	15	40	5
Y/505/0776 (Specialist knowledge only unit)	511	Literacy, ESOL and the learners	15	40	5
J/505/0773 (Specialist knowledge only unit)	512	Literacy theories and frameworks	15	40	5
F/505/0786 (Specialist knowledge only unit)	513	ESOL and the learners	15	40	5
A/505/0785 (Specialist knowledge only unit)	514	ESOL theories and frameworks	15	40	5
J/505/0756 (Specialist knowledge only unit)	515	Action learning for teaching in a specialist area of disability	15	40	5
Y/505/0759 (Specialist knowledge only unit)	516	Understanding theories and frameworks for teaching disabled learners	15	40	5
K/505/0765 (Specialist knowledge only unit)	517	Numeracy and the learners	15	40	5
H/505/0764 (Specialist knowledge only unit)	518	Numeracy knowledge and understanding	15	40	5

Diagram

Group A 75 credits must be achieved from this group	Developing teaching, learning and assessment in education and training 20 credits Level 5 Mandatory unit	Teaching, learning and assessment in education and training 20 credits Level 4 Mandatory unit
	Theories, principles and models in education and training 20 credits Level 5 Mandatory unit	Wider professional practice and development in education and training 15 credits Level 5 Mandatory unit
Group B 45 credits must be achieved from this group	45 credits Level 4 or 5 Optional unit group	

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 5 Diploma in Education and Training (E&T units only)	360	1200
Level 5 Diploma in Education and Training (E&T, TAQA and L&D units)	360	1200
Level 5 Diploma in Education and Training (E&T, TAQA and L&D unit route)	360	1200
Level 5 Diploma in Education and Training (E&T units only unit route)	360	1200

2   Centre requirements

Approval

If your Centre is approved to offer the qualification Level 5 Diploma in teaching in the Lifelong Learning Sector 6305-01 you can apply for approval to offer the Level 5 Diploma in Education and Training 6502-51 using the **fast track approval form**, available from the City & Guilds website.

If your centre is approved to offer the qualification Level 5 Diploma in Teaching in the Lifelong Learning Sector 6305-02 you can apply for approval to offer the Level 5 Diploma in Education and Training 6302-51, 52 and 95/97 using the fast track application form from the City and Guilds website.

However, if you only have approval for the Level 5 Diploma in Teaching in the Lifelong Learning Sector 6305-01 or 6305-02 and wish to offer the Level 5 Diploma in Education and Training including the specialist knowledge only option units 508-518 inclusive, please contact your local office or centre QC to obtain advice about approval as there are particular requirements relating to delivery, assessment, internal and external quality assurance of these units.

Centres should use the fast track form if:
*   there have been no changes to the way the qualifications are delivered, and
*   they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

NB: Fast Track approval for the new qualifications will be granted on a registrations only basis. Direct Claim Status will be achieved following satisfactory sampling by the External Quality Assurer.

Depending on which complexes and option units a centre wishes to offer, approval to offer additional qualifications – 6317, 6318,6255, 6305, 6503 specialist pathways - may apply.

To offer this qualification, 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

Centre staffing

All those delivering units and/or observing and assessing practice for the Level 5 Diploma in
Education and Training must have all of the following:

- a teaching qualification equivalent to Level 5 or above;
- evidence of relevant teaching experience in an education or training context;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes.

There are additional requirements for those who deliver and assess the optional specialist knowledge only units and the Learning and Development units.

Information about the assessment and quality assurance strategies and centre staffing for the specialist knowledge only units and the Learning and Development units and the can be found in appendix 2.

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

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

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.

CPD records of all staff members must be available for external quality assurance

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes

reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the What is CASS? and Quality Assurance Standards documents on the City & Guilds website.

Learner entry requirements

Candidates must be considering a subject for delivery and be aiming to achieve / or have achieved a qualification and/or have experience in their subject/skill at the appropriate level.

In addition, the nature of both the learning and assessment required for the qualification is such that candidates should have the ability to manage the requirements of the level of the qualification they are taking, read and interpret written tasks, and write answers in a legible and understandable form. Evidence of this should be recorded as part of their initial assessment. Candidates will also need to be able to organise written information clearly and coherently.

All candidates should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. If candidates undertake this qualification having already undertaken an initial assessment of English, mathematics and ICT skills, the record of their development needs and any previous action plan to address them should be reviewed and updated as required.

City & Guilds does not set any other entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to achieve the qualification.   Centres must provide adequate information and advice so that candidates are aware of the function of the Level 5 Diploma in Education and training and potential progression routes.

Age restrictions

City & Guilds cannot accept any registrations for learners under 19 as this qualification is not approved for under 19s.

Other legal considerations

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

3 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 qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

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.

Support materials

The following resources are available for this qualification:

Description	How to access
Example Assignments	In Assessment Pack to be found on the City & Guilds website, under 6502 level 5 tab **www.cityandguilds.com**
Model answers/grading criteria for example assignments	In the Answer Pack to be found on the City & Guilds website www.cityandguilds.com
Forms for centres	In the Forms form Centres Pack to be found on the City & Guilds website www.cityandguilds,com
Smartscreen	SmartScreen.co.uk provides online support for tutors, assessors and learners of City & Guilds' qualifications. High quality support materials provide complementary support to the entire teaching and learning experience. You can subscribe from the Walled Garden, call us on 0844 543 0000 or email your order to **directsales@cityandguilds.com**.
Qualification Textbooks	The City & Guilds Guide to Practical Assurance will help learners with the TAQA unit options

	Textbooks can be accessed from the Walled Garden, call us on 0844 543 0000 or email your order to **directsales@cityandguilds.com**
6317 Level 3 Award and Certificate in Assessment and Quality Assurance	City & Guilds website **www.cityandguilds.com** –enter 6317 in the 'search box' on the right hand side of the page.
6318 Level 3 and 4 Award and Certificate in Learning and Development	City & Guilds website www.cityandguilds.com –enter 6318 in the 'search box' on the right hand side of the page.

Evidence requirements

It is anticipated that candidates will provide evidence that they have met the criteria in a number of ways, and should include:

• Assignments - to evidence the knowledge based assessment criteria (either from the Assessment Pack provided or centre devised assignments which have been approved by the centre's External Quality Assurer)

• Practice requirements - There is a requirement for a minimum of 100 hours of practice for this qualification. There is a requirement to evidence working with groups of learners to achieve this qualification. Practice must be in a teaching and learning environment. See further guidance on observed and assessed practice in section 4,

• Observation requirements - Observations should be appropriately spaced throughout the whole programme and take into account the stage of a candidate's progress. As stated above, there is a requirement for a minimum of eight observations of practice. The eight observations must be linked to the following mandatory units:

- Teaching, learning and assessment in education and training
- Developing teaching, learning and assessment in education and training

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

City and Guilds recommend that candidates create a portfolio of teaching practice where they can lodge their evidence for the practical elements of their qualification.

There are additional practice requirements, including observed and assessed practice, for some option units that belong to the Education and Training suite and Learning and Development units . These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units and are summarised in the separate guidance document.

Blended learning is permitted, provided the centre can evidence that all aspects of the programme have been carefully planned; that sufficient,

appropriate resources are available to support the candidates, and their External Quality Assurer has approved the programme.

Distance learning is unlikely to provide opportunities for modelling of techniques and interaction with other candidates.

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of recording forms including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although it is anticipated that centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the External Quality Assurer, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website

4   Assessment

City & Guilds has provided the following resources - Examples of assignments and answer packs for units 426, 501, 502, 503 and a number of optional units – more information is available on the City & Guilds website.

The example assignment answer guides are password protected – The passwords are available via the Walled Garden.

Centres may also develop their own assignments providing they enable the candidates to meet all assessment criteria. Any assignments developed by a centre must be presented to their External Quality Assurer for approval prior to delivery. Please refer to the assessment pack on the City & Guilds website for additional information on how to develop centre devised assignments.

The following units have exemplar assignments:

Unit	Title	Assessment method	Where to obtain assessment materials
501	Developing teaching, learning and assessment in education and training	Assignment – set by City and Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City and Guilds	City and Guilds Walled Garden for passwords
426	Teaching, learning and assessment in education and training	Assignment – set by City and Guilds delivered and marked by the tutor/assessor, or centre devised assignment, along with observation reports and product evidence located in the teaching practice portfolio, externally quality assured by City and Guilds	City and Guilds Walled Garden for passwords
502	Theories, principles and models in education and training	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, or centre devised assignment, will be externally quality assured by City & Guilds	City and Guilds Walled Garden for passwords

Unit	Title	Assessment method	Where to obtain assessment materials
503	Wider professional practice and development in education and training	Assignment - set by City & Guilds, delivered and marked by the tutor/assessor, or centre devised assignment, will be externally quality assured by City & Guilds	City and Guilds Walled Garden for passwords

Time constraints

Candidates must be registered with City & Guilds as close to the beginning of the programme as possible. They must finish their assessments within their period of registration and as close to the final delivery session as possible.

Assessment strategy

When planning the programme, the selected units can be delivered as 'stand alone' units, or holistically across the qualification. However, if the units are delivered holistically, centres must assess each unit individually. This is to ensure that, should a candidate leave the programme prior to completing the full qualification, the centre will be able to certificate the units that have been completed

All units selected must be assessed to ensure that all assessment criteria have been met individually by each candidate.

Candidates must build a portfolio of evidence which:
• enables each unit to be assessed independently
• enables centres to claim any completed individual units if a candidate withdraws from the programme before completing the whole qualification.
• evidences that candidates have taken part in a minimum of 100 hours of practice and eight hours of observed and assessed practice which meet the required standard of practice.

There are additional observed and assessed practice requirements for some optional units that belong to the Education and Training suite and the Learning and Development suite. These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units and are summarised in the separate guidance document.

Observation of practice – required standard of practice

Observations of trainee teachers/trainers must be graded in accordance with the Ofsted guidelines. Assessed observations of practice should be appropriately spaced throughout the whole programme and take into account a trainee teacher/trainer's progress. Trainee teachers/trainers will therefore be observed at different stages in their development during the programme. It is recognised that in the early stages of their development, some trainee teachers/trainers may not yet demonstrate the characteristics of good practice (grade 2). As indicated in section 3.1,

The Initial Teacher Education inspection (ITE) handbook (Ofsted, 2012) states that, for outcomes for trainee teachers/trainers to be judged as at a good level (grade 2), much of their teaching should be good, with examples of outstanding teaching. It is recommended that all trainee teachers/trainers should be required to achieve a good standard of teaching by the end of their programme.

Any assessed observations of practice demonstrating the characteristics of inadequate practice (grade 4) identified in section 3.1 of the Ofsted guidelines should not be included in the total number of assessed observations of practice required for any individual qualification. However, providers should record these observations and provide detailed developmental feedback to trainee teachers/trainers.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in section 3.1 of the Ofsted guidelines be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor trainee teachers' progress towards meeting developmental points and achieving a good standard of practice (grade 2) by the end of their programme.

For the Level 5 Diploma in Education and Training, at least four hours of observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics.

As it is now a requirement for observations of assessed practice to be graded in line with the Ofsted framework, centres are advised to ensure that observation reports evidence specifically how candidates have met the assessment criteria. In order to support both observers and candidates a comprehensive observation report form should be used, which is linked to the Ofsted grading criteria and the assessment criteria of the qualification.

City & Guilds have provided an example for in the 'forms pack' available from the City and Guilds website.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. City and Guilds have produced guidelines for this which can be downloaded from the website.

Level descriptors
At level 5, candidates need to demonstrate in their assessments a depth of knowledge and understanding appropriate to that level. This should be reflected in:
- A critical reflection of the relationship between theory/principles and practice
- A considered and targeted approach to reading and research
- Clear evidence of substantial reading including professional publications,

- An academic style of writing, in which a recognised system of referencing is followed, the Harvard system is recommended. Writing should be concise and candidates should provide evidence of careful planning.

Candidate assignments should be word processed. Where this is not possible, guidance should be sought from City and Guilds policy document Access to Assessment available to download from the website.

5 Units

Availability of units

Below is a list of the learning outcomes for the mandatory units –
Information about the Optional units can be found in the'6502 Level 4 &
Level 5 Optional Unit Pack' which can be downloaded from
www.cityandguilds.com

Unit 426 Teaching, learning and assessment in in education and training
(8 learning outcomes)

- Understand roles, responsibilities and relationships in education and training
- Be able to use initial and diagnostic assessment to agree individual learning goals with learners
- Be able to plan inclusive teaching and learning
- Be able to create and maintain a safe, inclusive teaching and learning environment
- Be able to deliver inclusive teaching and learning
- Be able to assess learning in education and training
- Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning
- Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning

Unit 501 Develop teaching, learning and assessment in education and training
(7 learning outcomes)

- Be able to investigate practice in own area of specialism
- Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning
- Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment
- Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning
- Be able to apply theories, models and principles of assessment to assessing learning in education and training
- Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning
- Be able to apply theories and models of reflection and evaluation to the evaluation of own practices in planning, delivering and assessing inclusive teaching and learning.

Unit 502 Theories, principles and models in education and training
(5 learning outcomes)

- Understand the application of theories, principles and models of learning in education and training
- Understand the application of theories, principles and models of communication in education and training
- Understand the application of theories, principles and models of assessment in education and training
- Understand the application of theories and models of curriculum development within own specialism
- Understand the application of theories and models of reflection and evaluation to reviewing own practice.

Unit 503 Wider professional practice and development in education and training
(5 outcomes)

- Understand professionalism and the influence of professional values in education and training
- Understand the policy context of education and training
- Understand the impact of accountability to stakeholders and external bodies on education and training
- Understand the organisational context of education and training
- Be able to contribute to the quality improvement and quality assurance arrangements of own organisation.

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

NB this document contains content of the mandatory units only.

Content of the optional units can be found in the '6502 Level 4 & 5 Optional Unit Pack' which can be downloaded from **www.cityandguilds.com**

Unit 426	Teaching, learning and assessment in education and training

UAN:	H/505/0912
Level:	4
Credit value:	20
GLH:	65
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Endorsement by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to teaching, learning and assessment in education and training. It includes understanding the role and responsibilities of a teacher in education and training, agreeing individual learning goals and planning, delivering and assessing inclusive teaching and learning. It involves creating and maintaining an inclusive learning environment and evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.

Learning outcome
The learner will:
1. understand roles, responsibilities and relationships in education and training.
Assessment criteria
The learner can:
1.1   analyse own role and responsibilities in education and training
1.2   summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
1.3   analyse the relationships and boundaries between the teaching role and other professional roles
1.4   describe points of referral to meet the needs of learners.

Learning outcome
The learner will:
2. Be able to use initial and diagnostic assessment to agree individual learning goals with learners
Assessment criteria
The learner can:
2.1 explain why it is important to identify and meet the individual needs of learners
2.2 analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
2.3 use methods of initial and diagnostic assessment to agree individual learning goals with learners
2.4 record learners' Individual learning goals.

Learning outcome
The learner will:
3. Be able to plan inclusive teaching and learning
Assessment criteria
The learner can:
3.1 devise a scheme of work in accordance with internal and external requirements
3.2 design teaching and learning plans which respond to:
a. the individual goals and needs of all learners; and
b. curriculum requirements
3.3 explain how own planning meets the individual needs of learners
3.4 explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners
3.5 identify opportunities for learners to provide feedback to inform inclusive practice.

Learning outcome
The learner will:
4. Be able to create and maintain a safe, inclusive teaching and learning environment
Assessment criteria
The learner can:
4.1 explain why it is important to promote appropriate behaviour and respect for others
4.2 explain ways to promote equality and value diversity
4.3 establish and sustain a safe, inclusive learning environment.

Learning outcome
The learner will:
5. Be able to deliver inclusive teaching and learning
Assessment criteria
The learner can:

5.1	analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
5.2	analyse benefits and limitations of communication methods and media used in own area of specialism
5.3	analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners
5.4	use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
5.5	demonstrate ways to promote equality and value diversity in own teaching
5.6	adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
5.7	communicate with learners and learning professionals to meet individual learning needs

Learning outcome
The learner will:
6. Be able to assess learning in education and training
Assessment criteria
The learner can:

6.1	explain the purposes and types of assessment used in education and training
6.2	analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
6.3	use types and methods of assessment, including peer and self-assessment, to:
	a. involve learners in assessment;
	b. meet the individual needs of learners;
	c. enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current; and
	d. meet internal and external assessment requirements
6.4	use questioning and feedback to contribute to the assessment process
6.5	record the outcomes of assessments to meet internal and external requirements
6.6	communicate assessment information to other professionals with an interest in learner achievement.

Learning outcome
The learner will:
7.   Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning
Assessment criteria
The learner can:

7.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning

7.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning

Learning outcome
The learner will:
8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning
Assessment criteria
The learner can:
8.1 review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning taking account of the views of learners and others
8.2 identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning.

Unit 426   Teaching, learning and assessment in education and training

Supporting information

Guidance

In this unit candidates will show the development of their knowledge, understanding and skills related to teaching, learning and assessment in education and training. Candidates will investigate the role and responsibilities of a teacher/trainer, agree individual learning goals and plan, deliver and assess inclusive teaching and learning. Candidates will demonstrate that they can create and maintain an inclusive learning environment, and that they can reflect on and evaluate their own practice. A key feature of this unit is the application of minimum core within their skill specific area.

Evidence for this unit must be drawn from a real teaching environment, and when delivering teaching and learning, candidates must ensure that they comply with internal processes and external requirements.

Candidates who have successfully completed the Level 4 Certificate in Education and Training do not need to complete this unit, as the content is drawn from the mandatory units within that qualification. Evidence of this should be held in the centre records for External Quality Assurance purposes.

In order to achieve this unit, there is a requirement to evidence some practice and a minimum of two hours of assessed observation of practice that has achieved the required standard of practice. There is more information in Section 4 of this document 'Observed and Assessed Practice'.

Observations and practice should run like a thread throughout the programme and whilst the minimum number of practice hours to achieve this unit is not specified, it is not possible to achieve this unit without completing some hours of practice.

Candidates who have previously completed a Level 4 Certificate in Education and Training or a Level 4 CTLLS qualification can use 20 hours of practice and two hours of observed and assessed practice towards meeting the overall practice requirements for this unit.

Candidates should be encouraged to consider their own thoughts about their delivery, any feedback they receive and information from any research or written assignments in order to reflect on their own delivery and how they can improve their practice.

This unit will provide evidence in some form of written assignment to evidence the knowledge assessment criteria and will also provide some product evidence which will be lodged in the portfolio of teaching evidence.

Unit 501 Developing teaching, learning and assessment in education and training

UAN:	R/505/0923
Level:	5
Credit value:	20
GLH:	65
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning.
Endorsement by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning.

Learning outcome
1. Be able to investigate practice in own area of specialism
Assessment criteria
1.1 analyse the application of pedagogical principles in own area of specialism
1.2 evaluate the effectiveness of use of creative and innovative approaches in own area of specialism

Learning outcome
2. Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning
Assessment criteria
2.1 Use initial and diagnostic assessments to agree learners' individual goals and learning preferences
2.2 devise a scheme of work taking account of: a. the needs of learners'   b. the delivery model; and

	c. internal and external requirements
2.3	Design teaching and learning plans which take account of:
	a. the individual goals, needs and learning preferences of all learners; and
	b. curriculum requirements
2.4	identify opportunities for learners and others to provide feedback to inform inclusive practice
2.5	explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment

Learning outcome
3. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment
Assessment criteria
3.1 analyse theories of behaviour management
3.2 establish and sustain a safe, inclusive learning environment
3.3 explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management

Learning outcome
4. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning
Assessment criteria
4.1 design resources that:
a. actively promote equality and value diversity; and
b. meet the identified needs of specific learners
4.2 demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners
4.3 demonstrate ways to promote equality and value diversity in own teaching
4.4 communicate with learners, learning professionals and others to meet individual learning needs and encourage progression
4.5 explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication

Learning outcome
5. Be able to apply theories, models and principles of assessment to assessing learning in education and training
Assessment criteria
5.1 design assessments that meet the individual needs of learners
5.2 demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements and assessment requirements
5.3 demonstrate the use of assessment data in:
a. monitoring learners' achievement, attainment and progress

	b. setting learners' targets
	c. planning subsequent sessions; and
	d. recording the outcomes of assessment
5.4	communicate assessment information to other professionals with an interest in learner achievement
5.5	explain how own assessment practice has taken account of theories, models and principles of assessment

Learning outcome
6. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning
Assessment criteria
6.1 analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
6.2 apply minimum core elements in planning, delivering and assessing inclusive teaching and learning

Learning outcome
7. Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning.
Assessment criteria
7.1 use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning
7.2 analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning

Unit 501   Developing teaching, learning and assessment in education and training

Supporting information

Guidance

In this unit, candidates will show continued development of their knowledge, understanding and skills relating to teaching, learning and assessment in education and training. Candidates will carry out investigations into practice in their own area of specialism, communication and assessment. A key feature of this unit is the transference of knowledge gained through investigation and research into practice. Candidates will also implement minimum core and apply theories of behaviour management, creating and maintaining a safe, inclusive teaching and learning environment.

Evidence for this unit must be drawn from a real teaching environment, and when delivering teaching and learning, candidates must ensure that they comply with internal processes and external requirements.

A precursor to this unit is the unit 502, Theories, principles and models in education and training. The knowledge gained from the research element of unit 502 will prepare candidates to complete this unit and enable them to identify good practice and review the effectiveness of their teaching/training.

In order to achieve this unit, there is a requirement to evidence some practice and a minimum of two hours of assessed observation of practice that has achieved the required standard of practice. There is more information in Section 4 of this document 'Observed and Assessed Practice'.

Observations and practice should run like a thread throughout the programme and whilst the minimum number of practice hours to achieve this unit is not specified, it is not possible to achieve this unit without completing some hours of practice. There is no transfer of practice or assessed observations of practice allowed in this unit.

Candidates should be encouraged to consider their own thoughts about their delivery, any feedback they receive and information from any research or written assignments in order to reflect on their own delivery and how they can improve their practice.

This unit will provide evidence in some form of written assignment to evidence the knowledge assessment criteria and will also provide some product evidence which will be lodged in the portfolio of teaching evidence.

Unit 502   Theories, principles and models in education and training

UAN:	A/505/0818
Level:	5
Credit value:	20
GLH:	60
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Endorsement by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to provide the learner with knowledge and understanding of theories, principles and models applied to education and training. It includes application of theories, principles and models of learning, communication and assessment in education and training, the application of theories and models of curriculum development within own area of specialism, and the application of theories and models of reflection and evaluation to the evaluation of own practice.

Learning outcome
The learner will:
1. Understand the application of theories, principles and models of learning in education and training
Assessment criteria
The learner can:
1.1   analyse theories, principles and models of learning
1.2   explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment
1.3   analyse models of learning preferences
1.4   explain how identifying and taking into account of learners' individual learning preferences enables inclusive teaching, learning and assessment

Learning outcome
The learner will:
2. Understand the application of theories, principles and models of communication in education and training
Assessment criteria
The learner can:
2.1 analyse theories, principles and models of communication
2.2 explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment

Learning outcome
The learner will:
3. Understand the application of theories, principles and models of assessment in education and training
Assessment criteria
The learner can:
3.1 analyse theories, principles and models of assessment
3.2 explain ways in which theories, principles and models of assessment can be applied in assessing learning.

Learning outcome
The learner will:
4. Understand the application of theories and models of curriculum development within own area of specialism.
Assessment criteria
The learner can:
4.1 analyse theories and models of curriculum development
4.2 explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism.

Learning outcome
The learner will:
5. Understand the application of theories and models of reflection and evaluation to reviewing own practice
Assessment criteria
The learner can:
5.1 analyse theories and models of reflection and evaluation
5.2 explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice.

Unit 502   Theories, principles and models in education and training

Supporting information

Guidance

In this unit, candidates will investigate their own skill specific area in order to inform their knowledge to support their planning and delivery of inclusive teaching and learning. A key feature of this unit is the opportunity to carry out research into theories, principles and models of learning, communication and assessment in education and training. Another aspect of research will be into theories, principles and models of curriculum development specifically related to the candidate's subject specialism. The findings of the research should then be applied to the candidates own practice, and the theories of reflection and evaluation should also be applied.

Whilst there is no specific number of observations nor any specific hours of practice linked to this unit, both should run like a thread throughout the delivery of the qualification.

This unit must be completed prior to the completion of unit 501 Developing teaching, learning and assessment in education and training. This is because the findings from the research carried out in this unit will also be evidenced in the practice element of unit 501.

This unit will provide evidence in some form of written assignment to evidence the assessment criteria and may also contribute to some product evidence which will be lodged in the portfolio of teaching evidence.

Unit 503	**Wider professional practice and development in education and training**

UAN:	J/505/0837
Level:	5
Credit value:	15
GLH:	50
Relationship to NOS:	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Endorsement by a sector or regulatory body:	Learning and Skills Improvement Service (LSIS)
Aim:	The purpose of the unit is to provide learners with knowledge, understanding and skills relating to wider professional practice in education and training. It includes understanding professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies, and the organisational context of education and training. It also includes understanding and contributing to the quality improvement and quality assurance arrangements of an organisation.

Learning outcome
The learner will:
1. Understand professionalism and the influence of professional values in education and training
Assessment criteria
The learner can:
1.1 define the concepts of professionalism and dual professionalism in education and training
1.2 explain ways in which own professional values influence own practice in an area of specialism.

Learning outcome
The learner will:
2. Understand the policy context of education and training
Assessment criteria
The learner can:
2.1   explain ways in which social, political and economic factors influence education policy
2.2   analyse the impact of current educational policies on curriculum and practice in own area of specialism.

Learning outcome
The learner will:
3. Understand the impact of accountability to stakeholders and external bodies on education and training
Assessment criteria
The learner can:
3.1   explain the roles of stakeholders and external bodies in education and training
3.2   explain how being accountable to stakeholders and external bodies impacts on organisations in education and training
3.3   explain why it is important to work in partnership with employers and other stakeholders in education and training
3.4   analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism.

Learning outcome
The learner will:
4. Understand the organisational context of education and training
Assessment criteria
The learner can:
4.1   explain key aspects of policies, codes of practice and guidelines of an organisation
4.2   analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism.

Learning outcome
The learner will:
5. Be able to contribute to the quality improvement and quality assurance arrangements of own organisation
Assessment criteria
The learner can:
5.1   analyse the quality improvement and quality assurance arrangements of own organisation
5.2   explain the function of self-assessment and self- evaluation in the quality cycle

5.3	evaluate a learning programme taking account of the quality arrangements of own organisation
5.4	Identify areas for improvement in a learning programme taking account of the outcomes of evaluation.

Unit 503   Wider professional practice and development in education and training

Supporting information

Guidance

In this unit, candidates will carry out research into professionalism and professional values and consider how this impacts on their teaching/training. A key feature of this unit is to research the policy context of education and training and consider how this influences their role. Candidates will also investigate their own accountability, in relation to stakeholders, external bodies and their own organisation and how that might impact on their role as a teacher/trainer. Another aspect of this unit is the opportunity to contribute to quality improvement and quality assurance within an organisation.

Whilst there is no specific number of observations nor any specific hours of practice linked to this unit, both should run like a thread throughout the delivery of the qualification.

This unit will provide evidence in some form of written assignment to evidence the assessment criteria and may also contribute to some product evidence which will be lodged in the portfolio of teaching evidence.

Appendix 1   Requirements for delivering and assessing Learning and Development units

1   Quality assurance

A centre offering these qualifications must provide internal quality assurance to ensure that assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the awarding organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk-rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

2   Requirements for assessors

All those who assess these qualifications 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.

3   Requirements for internal quality assurance

All those who are involved with the quality assurance of these qualifications 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:
- Level3 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:
- Level4 Award in Internal Quality Assurance of Assessment Processes and Practice; or
- Level4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or
- V1 Conduct internal quality assurance of the assessment process; or
- D3 Internally verify the assessment process; and
• show current evidence of continuing professional development in assessment and quality assurance.

Appendix 2 Requirements for delivering and assessing subject specialist units

Staff requirements

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

* be able to exhibit the attributes equivalent to QTLS status and hold a recognised level 4 or level 5 generic or specialist teaching qualification. For example; 7407 Certificate in Further Education Teaching stage 3, Level 4 NVQ in Training and Development, Level 4 NVQ Learning and Development, 7305 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector (120 credits), 7305 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector (120 credits) or the generic 7305 Diploma in Teaching in the Lifelong Learning Sector (120 credits), or Certificate in Education (Cert Ed), or Post-graduate Certificate in Education (PGCE)

* hold a recognised qualification for teaching in the specialist area for example 7305 Diploma (as above) or 7305 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector (45 credits), 7305 Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector (45 credits)

* have recent relevant experience in the specific area they will be assessing

* have credible experience of providing training.

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

Assessors and internal verifiers/internal quality assurers

Assessor and Verifier/Internal Quality Assurance units are valued as qualifications for centre staff, but they are not currently a requirement for these qualifications.

Continuing professional development (CPD)

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

Appendix 3   Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**
- English for literacy and language teaching (6255-01)
- Mathematics for Numeracy Teaching (6255-02)

Level 5 standalone specialist diplomas 45 credits

- Level 5 Diploma in Teaching English: Literacy
- Level 5 Diploma in Teaching English: ESOL
- Level 5 Diploma in Teaching English: Literacy and ESOL4
- Level 5 Diploma in Teaching Mathematics: Numeracy
  Level 5 Diploma in Teaching Disabled Learners

Appendix 4 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**.

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:

- 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
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

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www.cityandguilds.com

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres 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: **centresupport@cityandguilds.com**
Single subject qualifications 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: **singlesubjects@cityandguilds.com**
International awards 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: **intops@cityandguilds.com**
Walled Garden 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: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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