

# Ascentis Level 5 Diploma in Education and Training Rule of Combination



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# Qualification Overview

The Ascentis Level 5 Diploma in Education and Training is appropriate for teachers, tutors, trainers, lecturers and instructors who may be working within an FE college, Community Learning and Skills provider or Independent Learning provider, and for those delivering work-based training, for example within voluntary, community, private and public organisations.

The Diploma gives the learner the underpinning knowledge, understanding and skills needed to confirm occupational competence. This includes the planning and delivering of schemes of work and sessions, negotiation of individual goals, different teaching and learning strategies, communication issues and exploration of a range of assessment practices. Additionally, optional units are available allowing the learner to explore areas directly relevant to their own teaching role. Teaching practice is a requirement of the qualification.

There are several features of this qualification that make it very appropriate for its target learners:

- A choice of assessment strategy for the mandatory units:  
**either**
- Ascentis-devised **unitised assessment tasks** designed to cover all the assessment criteria within the mandatory units, allowing completion of individual units at different times whilst adhering to any Ascentis rules on order of achievement as identified in the assignment tasks  
**or**
- The **Personal and Professional Practice File (3PF)**, which is a distinctive and **holistic** approach to the assessment requirements of the qualification
- Centre-devised assessment tasks are permissible provided they are approved by Ascentis before commencement of delivery
- The qualification can be achieved by pre-service or in-service learners, part-time or full-time

This qualification replaces the Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) introduced in 2007 and updated in 2011.

## Aims

The aims of the qualifications are to enable learners:

- 1 To understand the roles and responsibilities in relation to teaching
- 2 To understand appropriate teaching and learning approaches within the learner's specialist area
- 3 To plan, deliver and evaluate teaching sessions
- 4 To understand the use of assessment methods and record-keeping

The purpose of this qualification is to '**confirm occupational competence**' (D1).

## Target Group

These qualifications are aimed at a range of learners, including:

- Pre-service and in-service learners who need a teaching qualification to confirm occupational competence for their role as a teacher, trainer or tutor within an FE college, Community Learning and Skills provider or Independent Learning provider
- Learners delivering work-based training within voluntary, community, private and public organisations

## Regulation Codes

Ofqual Regulation Number:

- Ascentis Level 5 Diploma in Education and Training: 601/0463/6

## Assessment Method

To achieve the Level 5 Diploma in Education and Training, evidence of achievement of all the assessment criteria must be demonstrated, together with at least **100 hours** of teaching practice, of which there must be at least **8 observations** totalling a minimum of **8 hours**. Any single observation must be a minimum of **30 minutes**.

### Mandatory Units

There is a choice of assessment strategy for the **mandatory units** of this qualification.

#### Either:

Ascentis-devised **unitised** assessment tasks

#### Or:

The Personal and Professional Practice File (3PF) – a **holistic** approach to assessment

It is recommended that centre staff should choose **one** of these strategies for a cohort of learners.

### Ascentis-devised unitised assessment tasks

This provides a unitised approach to the assessment of the qualification. This means that if learners are not able to complete all of the required units for the qualification, they can be certificated for the units they have achieved. Each assessment is designed to ensure that learners meet all of the specified assessment criteria for the relevant unit. The aim is to try and use, where possible, evidence for assessment from learners' own practice. It is envisaged that learners will also need to produce additional evidence in order to meet all of the relevant assessment criteria for each unit. Further guidance on this strategy is within the Assessments for Mandatory Units booklet.

## Personal and Professional Practice File (3PF)

This is a dynamic document that encourages a holistic approach to the Diploma programme and develops incrementally as the learner progresses through the qualification. Assessment tasks are provided within the 3PF to ensure coverage of all the mandatory units of the qualification.

Both strategies are designed to meet the needs of learners working or intending to work within a wide range of learning environments within the Further Education and Skills Sector.

Centre-devised assessment tasks can be used for the mandatory units if there is a rationale for moving away from the Ascentis-devised assessment strategy. These will need to be **approved** by Ascentis prior to delivery and prior to issuing them to learners.

## Optional Units

Centre-devised assessment tasks are required for the optional units of the qualification. Please note that some optional units require observation of practice as part of the assessment strategy. Details of the optional units can be found in the booklet 'Optional Units of Assessment'.

All assessment tasks completed by learners should be internally verified within the centre. Ascentis will arrange external verification at a time convenient to the centre, and certification is available throughout the year.

# Rule of Combination

The achievement of the unit Theories, principles and models in education and training (Level 5) is a prerequisite for achievement of the unit Developing teaching, learning and assessment in education and training (Level 5).

Ascentis Level 5 Diploma in Education and Training				
Maximum credits: 120 Minimum credits at Level 5 or above: 61				
Group A – Mandatory Units				
Credit (from Group A) Mandatory units: 75				
Title	Level	Credit Value	GLH	Unit ref
Teaching, learning and assessment in education and training	Level 4	20	65	H/505/0912
Theories, principles and models in education and training	Level 5	20	60	A/505/0818
Developing teaching, learning and assessment in education and training	Level 5	20	65	R/505/0923
Wider professional practice in education and training	Level 5	15	50	J/505/0837
Group B – Optional Units				
Minimum credit (from Group B) Optional units: 45				
Title	Level	Credit Value	GLH	Unit ref
Action learning to support development of subject specific pedagogy	Level 5	15	50	M/503/5376
Action research	Level 5	15	50	T/503/5380
Delivering employability skills	Level 4	6	20	M/505/1089
Develop and prepare resources for learning and development (Learning and development unit)	Level 4	6	25	A/502/9547
Develop learning and development programmes (Learning and development unit)	Level 4	6	30	M/502/9545
Developing, using and organising resources within a specialist area	Level 5	15	50	H/505/1090
Effective partnership working in the teaching and learning context	Level 4	15	50	Y/503/5310
Engage with employers to facilitate workforce development (Learning and development unit)	Level 4	6	30	D/502/9556
Equality and diversity	Level 4	6	25	Y/503/5789
Evaluating learning programmes	Level 4	3	15	K/505/1091

Identify the learning needs of organisations (Learning and development unit)	Level 4	6	30	H/502/9543
Inclusive practice	Level 4	15	50	L/503/5384
Internally assure the quality of assessment (Learning and development unit)	Level 4	6	45	A/601/5321
Manage learning and development in groups (Learning and development unit)	Level 4	6	30	A/502/9550
Preparing for the coaching role	Level 4	3	15	J/505/0188
Preparing for the mentoring role	Level 4	3	15	L/505/0189
Preparing for the personal tutoring role	Level 4	3	15	T/505/1093
Principles and practice of lip reading teaching	Level 4	12	48	L/504/0231
Specialist delivery techniques and activities	Level 4	9	30	R/504/0229
Teaching in a specialist area	Level 4	15	50	J/505/1096
Understanding and managing behaviours in a learning environment	Level 4	6	20	Y/505/1099
Understanding and managing behaviours in a learning environment	Level 5	6	20	L/505/1102
Understanding the principles and practices of externally assuring the quality of assessment (Learning and development unit)	Level 4	6	45	F/601/5322
Understanding the principles and practices of internally assuring the quality of assessment (Learning and development unit)	Level 4	6	45	T/601/5320
Action learning for teaching in a specialist area of disability	Level 5	15	40	J/505/0756
ESOL and the learners	Level 5	15	40	F/505/0786
ESOL theories and frameworks	Level 5	15	40	A/505/0785
Literacy and ESOL and the learners	Level 5	20	60	L/505/0791
Literacy and ESOL theories and frameworks	Level 5	20	60	J/505/0790
Literacy and the learners	Level 5	15	40	L/505/0774
Literacy, ESOL and the learners	Level 5	15	40	Y/505/0776
Literacy theories and frameworks	Level 5	15	40	J/505/0773
Numeracy and the learners	Level 5	15	40	K/505/0765
Numeracy knowledge and understanding	Level 5	15	40	H/505/0764
Understanding theories and frameworks for teaching disabled learners	Level 5	15	40	Y/505/0759
Developing subject pedagogy and understanding GCSE English Language	Level 5	12	40	T/508/1839
Developing subject pedagogy and understanding GCSE Mathematics	Level 5	12	40	K/508/1840
Teaching Functional Skills English	Level 5	15	50	A/617/3609

Teaching Functional Skills Mathematics	Level 5	15	50	D/617/3621
<b>Credits from equivalent units:</b> Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
<b>Credits from exemptions:</b> Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
<b>Barred combinations:</b> Learners may not include the same unit at more than one level in any qualification.				
<b>Unit title</b>	<b>Reference</b>		<b>Unit title</b>	<b>Reference</b>
Understanding and managing behaviours in a learning environment	Y/505/1099	<b>May not be taken with</b>	Understanding and managing behaviours in a learning environment	L/505/1102

## Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is a minimum of 360. The maximum guided learning hours will be determined by the optional units selected.

## Total Qualification Time (TQT)

The total qualification time for this qualification is 1200.

## Age Range of Qualification

This qualification is listed as appropriate for learners of 19+.

# Contact & Further Information

New Centres please email [hello@ascentis.co.uk](mailto:hello@ascentis.co.uk) or call 01524 845046

Existing Centres please visit the Login area of our website to view the full specification.

Product Development for enquiries please email [development@ascentis.co.uk](mailto:development@ascentis.co.uk)