

# AIM Awards Level 5 Diploma in Education and Training (QCF)



**AIM Awards Level 5 Diploma in Education and Training  
(QCF)  
601/0462/4**

## Contents Page

<b><u>Section One – Qualification Overview</u></b>	<b><u>5</u></b>
<b><u>Section Two - Structure and Content</u></b>	<b><u>10</u></b>
<b><u>Section Three – Assessment and Quality Assurance</u></b>	<b><u>13</u></b>
<b><u>Section Four – Operational Guidance</u></b>	<b><u>22</u></b>
<b><u>Section Five – Appendices</u></b>	<b><u>24</u></b>
<b><u>Appendix 1 – AIM Awards Qualification Approval Form</u></b>	<b><u>26</u></b>
<b><u>Appendix 2 – Qualification Description (Summary)</u></b>	<b><u>30</u></b>
<b><u>Appendix 3 – AIM Awards Glossary of Assessment Terms</u></b>	<b><u>34</u></b>
<b><u>Appendix 4 – Ofsted Criteria and Grading Characteristics</u></b>	<b><u>37</u></b>
<b><u>Appendix 5 – Observation Reports</u></b>	<b><u>43</u></b>
<b><u>Appendix 6 – Links between Level 5 Qualifications</u></b>	<b><u>49</u></b>
<b><u>Appendix 7 – QCF Level Descriptors</u></b>	<b><u>51</u></b>

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# AIM Awards Level 5 Diploma in Education and Training (QCF)



## Section 1 Qualification Overview

## Section One

### Qualification Overview

#### Introduction

Welcome to the AIM Awards Qualification Specification. We want to make your experience of working with AIM Awards as pleasant as possible.

AIM Awards is an Ofqual approved National Awarding Organisation able to submit a wide range of qualifications to the Qualifications Credit Framework (QCF). Our qualifications are learner focused, flexible and promote both progression and employability. We aim to provide outstanding customer service and have invested in our systems to bring you cutting edge services. Our values and ethos support our belief in rewarding learning and promoting progression, with success as the focus of what we know makes a difference.

This Qualification Specification contains everything you need to know about this qualification/qualification suite and should be used by everyone involved with planning, delivery and assessment.

The Qualification Description (Summary) (see [Appendix 2](#)) gives an overview of the qualification/qualification suite including rules of combination and unit titles.

This is a live document and as such will be updated when required. Centres will be informed via email when changes are made and it is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

This Qualification Specification is mapped to the Ofqual General Conditions of Recognition with references cited for each section as appropriate and the whole document is mapped to Ofqual General Conditions of Recognition C2.5 and E3.2.

## About the Qualification

Mapped to Ofqual General Conditions of Recognition: E3.2a/E3.3b

The AIM Awards suite of teacher training qualifications comprises: Level 3 Award in Education and Training; Level 4 Certificate in Education and Training; **Level 5 Diploma in Education and Training**.

The AIM Awards Level 5 Diploma in Education and Training prepares trainee teachers to teach in a wide range of contexts. It requires observation and assessment of performance. It can meet the needs of a range of trainee teachers who can meet the practice requirements; for example, individuals currently teaching or training (including those who have just begun teaching or training), individuals currently working as assessors who wish to achieve a teaching qualification. There is a practice requirement of a minimum of 100 hours and there must be a minimum of eight observations of practice, totalling a minimum of eight hours.

This Diploma is offered at Level 5 only. A resource pack containing assessment guidance will be included with this qualification for centres to use as an option.

Qualification	
<b>AIM Awards Level 5 Diploma in Education and Training (QCF)</b>	
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent. There is no grading
Progression Opportunities	To the suite of Assessor and Verifier qualifications and/or to employment
Operational Start Date	01-Aug-2013
Last Registration Date	31-May-2017
Sector	13.1 Teaching and Lecturing
Qualification Accreditation Number	601/0462/4
Learning Aim Reference	60104624
Credits	120
Guided Learning Hours	360-518
Learner Age Range	19+
Rules of Combination	Learners must achieve 120 credits in total. 75 credits must be achieved from Group A and a minimum of 45 credits must be achieved from Group B. A maximum of 59 credits may be achieved at Level 4.

## Entry Guidance

Mapped to Ofqual General Conditions of Recognition: E3.2b/c

All trainee teachers joining the Level 5 Diploma programme 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 trainees join the qualification programme having already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous action taken to address them should be reviewed and updated as required.

## The End of the Accreditation Period

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments.

We will post information relating to changes or extensions to qualifications on our website and centres approved to offer the qualification will be kept updated.

## Certificate End Date

The final date that certificates can be issued for this qualification is three years from the Last Registration Date.

AIM Awards Level 5 Diploma in Education and Training (QCF)	31-May-2020
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## Resource Requirements

Centres must ensure that they have the appropriate resources in place to deliver the units in this qualification. Learners should have access to classrooms equipped with teaching aids for the teaching practice. Learners should also have access to learning resources such as text books, online resources and journals.

## Recommended Reading

The following list is not intended to be a reading list for learners. It contains a range of resources centre teams may wish to consider when selecting the most appropriate for supporting their learners.

### Books

Armitage A., Bryant, R., Dunhill, R., Flanagan, K., Hayes, D., Hudson, A., Kent, J., Lawes, S. and Renwick, M. (2007) *Teaching and Training in Post-Compulsory Education*. 3<sup>rd</sup> ed. Buckingham: Open University Press.

Avis, J., Fisher, R. and Thompson, R. (Eds.) (2010) *Teaching in Lifelong Learning: A Guide to Theory and Practice*. Maidenhead: Open University Press.

Brown S, Race P and Smith B (1996) *500 Tips on Assessment*. London. Kogan Page



Curzon, L. (2003) *Teaching in Further Education: an outline of principles and practice*. 6<sup>th</sup> ed. London: Continuum International Publishing Group.

Eastwood, L., Coates, J., Dixon, L., Harvey, J., Ormondroyd, C. and Williamson, S. (2009) *A Toolkit for Creative Teaching in Post-Compulsory Education*. Maidenhead: Open University Press.

Gravells A (2009) *Principles and Practice of Assessment in the Lifelong Learning Sector*. Exeter. Learning Matters

Petty, G. (2009) *Evidence Based Teaching: A Practical Approach*. 2<sup>nd</sup> edition. Cheltenham: Nelson Thornes.

Reece, I. and Walker, S. (2007) *Teaching, Training and Learning: a practical guide*. 6<sup>th</sup> rev. ed. Sunderland: Business Education Publishers.

Rogers, A. and Horrocks, N. (2010) *Teaching Adults*. 4<sup>th</sup> edition. Buckingham: Open University Press.

Tummons J (2007) *Assessing Learning in the Lifelong Learning Sector*. (2nd ed). Exeter. Learning Matters

### **Websites**

Encyclopaedia of Informal Education: [www.infed.org](http://www.infed.org)

Study Skills: [www.bbc.co.uk/learning/subjects/adult\\_learning](http://www.bbc.co.uk/learning/subjects/adult_learning)

Vocational Learning: [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk)

Literacy and Numeracy: [www.nrdc.org.uk](http://www.nrdc.org.uk)

<http://www.bbc.co.uk/skillswise/>

<http://www.move-on.org.uk/>

See also: Ofsted; Excellence Gateway



## Section 2 Structure and Content

## Section Two

### Structure and Content

Mapped to Ofqual General Conditions of Recognition E3.3a/b

#### Qualification Structure and Unit Content

Mapped to Ofqual General Conditions of Recognition: E3.2d /e/f/g/h/j

Please select the unit title to view the individual unit content and assessment guidance.

Rules of Combination for: AIM Awards Level 5 Diploma in Education and Training (QCF)						
Learners must achieve 120 credits in total. 75 credits must be achieved from Group <b>A</b> and a minimum of 45 credits must be achieved from Group <b>B</b> . A maximum of 59 credits may be achieved at Level 4.						
AIM Awards Unit Code	Unit Reference Number	Unit Title	Group	Level	Credit Value	GLH
GB1/5/EA/023	R/505/0923	<a href="#">Developing Teaching, Learning and Assessment in Education and Training</a>	<b>A</b>	Five	20	65
GB1/4/EA/043	H/505/0912	<a href="#">Teaching, Learning and Assessment in Education and Training</a>	<b>A</b>	Four	20	65
GB1/5/EA/024	A/505/0818	<a href="#">Theories, Principles and Models in Education and Training</a>	<b>A</b>	Five	20	60
GB1/5/EA/025	J/505/0837	<a href="#">Wider Professional Practice and Development in Education and Training</a>	<b>A</b>	Five	15	50
GB1/5/EA/007	M/503/5376	<a href="#">Action Learning to Support Development of Subject Specific Pedagogy</a>	<b>B</b>	Five	15	50
GB1/5/EA/008	T/503/5380	<a href="#">Action Research</a>	<b>B</b>	Five	15	50
GB1/4/EA/033	M/505/1089	<a href="#">Delivering Employability Skills</a>	<b>B</b>	Four	6	20
GB1/4/EA/009	A/502/9547	<a href="#">Develop and Prepare Resources for Learning and Development</a> Learning and development Unit	<b>B</b>	Four	6	25
GA9/4/EA/006	M/502/9545	<a href="#">Develop Learning and Development Programmes</a> Learning and development Unit	<b>B</b>	Four	6	30
GB1/5/EA/021	H/505/1090	<a href="#">Developing, Using and Organising Resources in a Specialist Area</a>	<b>B</b>	Five	15	50

GA9/4/EA/008	Y/503/5310	<a href="#">Effective Partnership Working in the Learning and Teaching Context</a>	<b>B</b>	Four	15	50
GA9/4/EA/009	D/502/9556	<a href="#">Engage with Employers to Facilitate Workforce Development</a> Learning and development Unit	<b>B</b>	Four	6	30
GA9/4/EA/010	Y/503/5789	<a href="#">Equality and Diversity</a>	<b>B</b>	Four	6	25
GB1/4/EA/034	K/505/1091	<a href="#">Evaluating Learning Programmes</a>	<b>B</b>	Four	3	15
GB1/4/EA/014	H/502/9543	<a href="#">Identify the Learning Needs of Organisations</a> Learning and development Unit	<b>B</b>	Four	6	30
GB1/4/EA/015	L/503/5384	<a href="#">Inclusive Practice</a>	<b>B</b>	Four	15	50
GA9/4/EA/004	A/601/5321	<a href="#">Internally Assure the Quality of Assessment</a> Learning and development Unit	<b>B</b>	Four	6	45
GB1/4/EA/001	A/502/9550	<a href="#">Manage Learning and Development in Groups</a> Learning and development Unit	<b>B</b>	Four	6	30
GB1/4/EA/035	J/505/0188	<a href="#">Preparing for the Coaching Role</a>	<b>B</b>	Four	3	15
GB1/4/EA/036	L/505/0189	<a href="#">Preparing for the Mentoring Role</a>	<b>B</b>	Four	3	15
GB1/4/EA/037	T/505/1093	<a href="#">Preparing for the Personal Tutoring Role</a>	<b>B</b>	Four	3	15
GB1/4/EA/038	L/504/0231	<a href="#">Principles and Practice of Lipreading Teaching</a>	<b>B</b>	Four	12	48
GB1/4/EA/039	R/504/0229	<a href="#">Specialist Delivery Techniques and Activities</a>	<b>B</b>	Four	9	30
GB1/4/EA/040	J/505/1096	<a href="#">Teaching in a Specialist Area</a>	<b>B</b>	Four	15	50
GB1/4/EA/041	Y/505/1099	<a href="#">Understanding and Managing Behaviours in a Learning Environment</a>	<b>B</b>	Four	6	20
GB1/4/EA/044	L/505/1102	<a href="#">Understanding and Managing Behaviours in a Learning Environment</a>	<b>B</b>	Five	6	20
GA9/4/EA/003	F/601/5322	<a href="#">Understanding the Principles and Practices of Externally Assuring the Quality of Assessment</a> Learning and development Unit	<b>B</b>	Four	6	45

GA9/4/EA/005	T/601/5320	<a href="#">Understanding the Principles and Practices of Internally Assuring the Quality of Assessment</a> Learning and development Unit	<b><u>B</u></b>	Four	6	45
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### Credits from Unit Equivalences

Please contact AIM Awards to request unit equivalences.

# AIM Awards Level 5 Diploma in Education and Training (QCF)



## Section 3 Assessment and Quality Assurance

## Section 3

### Assessment and Quality Assurance

#### How the Qualification is Assessed

Mapped to Ofqual General Conditions of Recognition: E3.2i

The preferred assessment for the mandatory units of this qualification is the AIM Awards Level 5 Diploma in Education and Training Portfolio, an assessment strategy specifically devised for this qualification. The portfolio comprises a series of tasks that are mapped to the assessment criteria of the units. Satisfactory completion of the tasks and compilation of the portfolio will provide evidence that the learner has met the requirements of the mandatory units of the qualification. The optional units in Group B are assessed through centre devised assessments using the indicative content and guidance provided with the units.

The full assessment strategy document is available from AIM Awards for centres offering this qualification.

Alternatively, centres may use assessments internally set at the centre by assessors, against the requirements detailed in the assessment criteria of the units. Centre devised assessment tasks should be approved by the internal verifier for the course before delivery commences to ensure the assessment is fit for purpose and meets the standards required.

The assessment process is as follows:

- The learners are assessed internally at the centre, using the assessments provided in the AIM Awards Level 5 Award in Education and Training Portfolio, or assessments that are internally set at the centre by assessors, against the requirements detailed in the assessment criteria of the units
- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by AIM Awards

[Appendix 7](#) contains the [QCF Level Descriptors](#) which provide a general shared understanding of learning and achievement at each level and are concerned with the outcomes of learning, not the process of learning or the method of assessment. For a more detailed overview of Assessment view our Assessment Documents at [www.aimawards.org.uk](http://www.aimawards.org.uk).

#### Links to Other Qualifications in the Education and Training Suite

Individuals are not required to have achieved the Level 3 Award in Education and Training or the Level 4 Certificate in Education and Training before undertaking the Level 5 Diploma in Education and Training. However, some individuals may already have completed one or both of these qualifications.

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.

Individuals who have completed the Level 4 Certificate in Education and Training:

- who are progressing to an HEI-validated qualification at Level 5 or above may have their Level 4 credit recognised in line with that higher education institution's arrangements for the recognition of prior learning (RPL)
- who are progressing to an AO-accredited Level 5 Diploma in Education and Training (QCF) should have their prior achievement recognised; Note that RPL will apply between the mandatory credit from the Level 4 Certificate in Education and Training and the Level 4 unit Teaching, learning, and assessment in education and training from the Level 5 Diploma of Education and Training. Trainees should not be required to present further evidence other than that necessary to demonstrate that their prior learning is at Level 4
- may use some of the evidence for practice, including observed and assessed practice, to meet the practice requirements for the Level 4 unit Teaching, Learning and Assessment in Education and Training and towards the overall minimum practice requirements, including observed and assessed practice requirements, for the Level 5 Diploma in Education and Training. Further details are provided on the individual units.

Since 2007, individuals have been able to undertake one of the standalone specialist qualifications prior to taking a generic teaching qualification as well as alongside (concurrently) or afterwards. If an individual already holds one of the specialist standalone qualifications and wishes to undertake a generic teaching qualification, they can use the units towards the optional credit requirement for the Level 5 Diploma in Education and Training. There may also be opportunities to use some of the assessed observation of teaching and practice hours from the standalone specialist qualifications towards the Level 5 Diploma in Education and Training. Further details are provided in [Appendix 6](#).

### Requirements for Practice and Assessed Practice

There is a requirement for a minimum of 100 hours of practice and a requirement to evidence working with groups of learners to achieve this qualification.

There are different practice requirements for each unit in this qualification. These are detailed on the individual units.

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
- gaining subject-specialist knowledge through workplace mentoring



There must be a minimum of eight observations 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 and take into account a trainee teacher's progress. Assessors should use the Teaching Observation form provided in [Appendix 5](#) to document the observation. The judgment about whether a trainee teacher has met the required standard of practice in an observation.

AIM Awards stipulates that at least four hours of observed and assessed practice in observations linked to the mandatory units should meet the requirements for 'Good' (grade 2) criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the [Handbook for the inspection of further education and skills \(Ofsted, 2012\)](#) available in [Appendix 4](#).

Assessed observations of practice judged 'Inadequate' (grade 4) should not count towards assessed observations of practice required for the qualification, though these observations should be recorded with feedback provided.

For the Education and Training units, practice must be in a teaching and learning environment. The eight observations must be linked to the following mandatory units:

- Teaching, Learning and Assessment in Education and Training (Level 4)
- Developing Teaching, Learning and Assessment in Education and Training (Level 5)

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

<b>Transfer of practice, including observed and assessed practice, from the Level 3 Award in Education and Training</b>
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There is no transfer of practice, or of observed and assessed practice, hours from a previously achieved <i>Level 3 Award in Education and Training</i> into the <i>Level 5 Diploma in Education and Training</i> or into the <i>Level 5 Diploma in Education and Training</i> .
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<b>Transfer of practice, including observed and assessed practice, from the Level 4 Certificate in Education and Training</b>
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Individuals who have completed the Level 4 Certificate in Education and Training may use 20 hours of practice as follows:
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- |   |
|---|
| <ul style="list-style-type: none"><li>• To meet the practice requirement for the Level 4 unit, <i>Teaching, learning and assessment in education and training</i></li><li>• Towards the overall minimum practice requirement of 100 hours for the <i>Level 5 Diploma in Education and Training</i></li><li>• Towards the overall minimum practice requirement of 100 hours for the <i>Level 5</i></li></ul> |
|---|

*Diploma in Education and Training* including a specialist pathway (120 hours for the combined specialist pathway)

Individuals who have completed the *Level 4 Certificate in Education and Training* may use a maximum of two observed assessments of practice as follows:

- To meet the observed and assessed practice requirement for the Level 4 unit, *Teaching, Learning and Assessment in Education and Training*
- Towards the overall minimum of eight observed assessments of practice required for the *Level 5 Diploma in Education and Training*
- Towards the overall minimum of eight observed assessments of practice required for the *Level 5 Diploma in Education and Training* including a specialist pathway (ten observed and assessed observations for the combined specialist pathway)

Achievement of 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).

Some optional units from the Education and Training suite also require practice, including observation and assessment of practice. These requirements are specified in the assessment guidance for the individual units. For some optional units practice must be in a real work environment and in the appropriate context – with groups of learners or with individual learners. The number of practice hours required and the number of hours to be observed and assessed are not specified for Learning and Development units. These requirements are in addition to the observed and assessed practice requirements stipulated above.

## Units of Assessment

Mapped to Ofqual General Conditions of Recognition H1.2/H1.3/H5.2

Achievement of units is either through the completion of the AIM Awards Level 5 Award in Education and Training Portfolio, or internally set, internally marked, internally verified and externally verified tasks, as detailed above.

Assessment tasks in the AIM Awards Level 5 Award in Education and Training Portfolio are holistic and map across the different units of assessment. Mapping to the portfolio is provided with each unit of assessment and assessment task. Learners and tutors must ensure they are able to meet the assessment criteria to which the task is mapped with the evidence they generate through the completion of the task.

For the optional units and in cases where centres devise their own assessment tasks, the activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments should be scrutinised by the internal verifier before use to ensure that they are fit for purpose. Once completed, centre approved assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

[Appendix 3](#) contains a Glossary of Assessment Terms to help Centres understand the Assessment Terminology used in each assessment criteria.

## Units of Assessor/Tutor Requirements

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 QCF Level 5 or above, for example *DTLLS, Level 5 Diploma in Education and Training*
- 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

There are additional requirements for those who assess the Learning and Development units – they 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 (QCF) or
  - Level 3 Certificate in Assessing Vocational Achievement (QCF) 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.

All those who are involved in the internal quality assurance of the Learning and Development units of this qualification 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 (QCF) or
  - Level 3 Certificate in Assessing Vocational Achievement (QCF) 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 (QCF) or

- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF) or
- V1 Conduct internal quality assurance of the assessment process; or
- D34 Internally verify the assessment process **and**
- show current evidence of continuing professional development in assessment and quality assurance

## Methods of Assessment

All internally set assessment tasks should be transparent, fair, inclusive, reliable, rigorous, relevant and sufficient and allow learners to produce work that is authentic. Learners must be assessed in English in England, English or Welsh in Wales and English or Irish in Northern Ireland (unless the qualification is specifically about learning a foreign language).

Assessment tasks must allow all learners to generate evidence of their achievement of all of the unit criteria in a manner that is appropriate for the assessment criteria, type of unit and learner:

### Written tasks

Where the tasks require learners to produce written work, this may be handwritten or typed. The language of the task must be based on the assessment verb(s) - please refer to [Appendix 3 'Glossary of Assessment Terms'](#) for further explanation. The quality and quantity of written evidence provided will depend on the level and context of the unit.

### Practical ability

Evidence must be provided of the learners **individually and actively completing** tasks that demonstrate achievement of the assessment criteria. Evidence must consist of at least two of the following: annotated photographs, detailed witness statements, video (with narration or written log), learner log/evaluation, peer observation report. Where photographs/videos are used you must clearly identify each individual learner.

### Oral question and answer

Evidence must include the questions asked as well as a transcript of the learner's exact responses. This could be written or an audio or video recording.

### Group discussion

Centres must provide details of the topic/task set for group discussion. Evidence of each learner achieving each assessment criteria covered by the group discussion task(s) must be provided. Evidence must include at least two of the following: transcript or video of learners' responses, learner log/evaluation, peer observation report, detailed witness statement explaining what each learner contributed and how they behaved during the discussion(s).

### Artefact/Product

Where the unit requires learners to produce an artefact or physical product, the artefact or product must be provided for the Internal and External Verifier unless this is impractical (for example if the product is consumable), in which case several annotated photographs, audio or video recordings of the artefact are acceptable evidence.

Learner evidence must include:

- details of the tasks set for learners to complete, mapped against the assessment criteria of the units addressed
- a learner declaration that all work produced is their own
- summative learner generated assessment evidence - teaching materials must not be included as evidence

Template assessment forms and exemplars are available on our website.

## Marking Tasks

Mapped to Ofqual General Conditions of Recognition: H5.1/H5.2/H5.3/H5.4

Once learners have completed work against the assessment tasks the Assessor must mark the work against the assessment criteria to ensure that it is at the correct level for the unit and is sufficient, appropriate, and authentic. Please refer to [Appendix 7: 'QCF Level Descriptors'](#) for guidance. Centres must ensure that evidence generated by individual learners in an assessment is generated by that learner, i.e. that plagiarism does not occur.

Assessors must judge and mark whether each assessment criteria is either achieved or not achieved. Units are only achieved when all assessment criteria have been achieved. All reasonable steps must be taken to avoid any part of the assessment of a Learner (including Verification) being undertaken by any person who has a personal interest in the result of the assessment.

## Recording Achievement

Assessors must make it clear to the Internal and External Verifiers where achievement of each assessment criteria has been evidenced. Once the work has been marked and signed off as meeting the assessment criteria by the Assessor final feedback should be provided to the learner. The Assessor must tick the RAC to indicate which unit(s) each learner has achieved and then sign to confirm the certification.

The completed marked work should be presented to the Internal Verifier for sampling according to the internal verification plan. Once this process has been completed the Internal Verifier must sign the RAC.

## External Verification

Once the learner work has been completed, assessed and internally verified according to your IV plan, it should be presented for external verification. The EV will expect to be able to look at all completed and assessed learner work that is being claimed for on the RAC(s). The EV will want to review records of assessment, IV documentation, feedback to learners, any reasonable adjustments applied. The completed RACs must also be available for the EV to review. If the EV is satisfied with the standards of assessment and verification they will approve the RACs by signing them and learners will then be certificated.

## Reasonable Adjustments

Mapped to Ofqual General Conditions of Recognition H5.2

Reasonable Adjustments are adjustments made to an assessment for a qualification so as to enable a learner to demonstrate their knowledge, skills and understanding. The nature of any reasonable adjustments depends on the particular requirements as well as on the qualification and assessment methods. Reasonable adjustments are generally not appropriate where the learner's particular difficulty directly affects performance in the actual attributes to be assessed.

The Internal Verifier may give permission for reasonable adjustments for a learner without having to apply to AIM Awards for approval, provided that such arrangements do not confer an unfair advantage. The Internal Verifier must approve and record the details of all reasonable adjustments made at the discretion of the centre and must make this available for external verification. Further details are provided in our **Reasonable Adjustments and Special Considerations** document available on our website.

### Special Considerations

Special Consideration is consideration to be given to a learner who has temporarily experienced an illness or injury, or some other event outside of their control which has had or is reasonably likely to have had an effect on their ability to take an assessment or on their level of attainment in an assessment. Special consideration is not appropriate for a minor illness or a minor disturbance. It may not be possible to apply special consideration where an assessment requires the learner to demonstrate practical competence. In some circumstances it may be more appropriate to offer the learner an opportunity to take the assessment at a later date rather than apply special considerations.

A **Request for Special Consideration** form (available on our website) should be completed for each learner requesting special consideration with supporting evidence, which may include medical/psychological evidence or a statement from the invigilator/verifier.

Further details are provided in our **Reasonable Adjustments and Special Considerations** document available on our website.

### AIM Awards Qualification Standardisation

Centres will be required to provide samples of assessment tasks for AIM Awards qualification standardisation activity. Qualification standardisation is a process that promotes consistency in the understanding and application of standards and provides us with important information for our qualification review process.

It is a requirement of the Centre Agreement that each centre offering the units from the qualification must contribute assessment materials and learners' evidence for standardisation if requested. We will write to you to request samples if necessary.

Outcomes from qualification standardisation will be made available to those centres using that qualification.



## Section 4 Operational Guidance

## Section 4

### Operational Guidance

#### Offering the Qualification

Centres wishing to offer this qualification must be an AIM Awards recognised centre. New centres can get details of the **Centre Recognition Application** process either by visiting our website or contacting the AIM Awards office.

We can advise centres on the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM Awards and all centres will have an allocated Customer Support Officer to support them.

#### Approval to Offer the Qualification

Centres wishing to offer this qualification must complete and submit a Qualification Approval Form (QAF) (available on the AIM Awards website) to their allocated Customer Support Officer. Some qualifications require that centres have specific resources in place and/or that their Assessors/ Internal Verifiers hold certain qualifications. Specialist requirements such as these will be identified on the Qualification Approval Form. Where this is the case, centres must provide evidence of resources/staff qualifications when submitting the completed form.

#### Fees and Charges

The [AIM Awards Fees and Charges Brochure](#) includes all qualification charges and is available on our website. Please note that registrations will not be processed until the annual centre recognition fee has been paid.

#### Registration and Certification

Once centres have approval to offer a qualification, they will be able to register learners via the AIM Awards Online Portal. Learners must be registered onto the correct programme via the Portal (a programme is the centre's chosen set of units from their approved qualification). Centres should also check that the correct units are listed. All learner registrations must be checked carefully in order to avoid Maladministration and Malpractice.

A Recommendation for the Award of Credit (RAC) form will be produced for each programme once learners are registered. Centres will be able to download their RAC forms within four weeks of receipt of correctly submitted registrations. The RAC is used to claim the learners' achievements at the end of the course and details must be checked carefully as these will appear on any certificates issued.

Once the RAC has been correctly completed and has been received by AIM Awards, certificates and a summary of credit achievement will be produced and issued. Learners that have achieved a qualification will be issued with a qualification certificate with details of the qualification and units achieved. Learners that have not achieved a qualification will be issued with a unit certificate with details of the units and credits achieved.





## Section 5 Appendices

<a href="#"><u>Appendix 1 – AIM Awards Qualification Approval Form (QAF)</u></a> .....	26
<a href="#"><u>Appendix 2 – Qualification Description (Summary)</u></a> .....	30
<a href="#"><u>Appendix 3 – AIM Awards Glossary of Assessment Terms</u></a> .....	34
<a href="#"><u>Appendix 4 – Ofsted Criteria and Grading Characteristics</u></a> .....	37
<a href="#"><u>Appendix 5 – Observation Reports</u></a> .....	43
<a href="#"><u>Appendix 6 – Links between Level 5 Qualifications</u></a> .....	49
<a href="#"><u>Appendix 7 – QCF Level Descriptors</u></a> .....	51



# APPENDIX 1

## AIM AWARDS QUALIFICATION APPROVAL FORM (QAF)

# Qualification Approval Form



## 1 CENTRE DETAILS

Centre name:  Centre Number:

Curriculum Manager Responsible for Qualification(s) Requested:

Position:

Contact Details:

Centre has Direct Claims Status (DCS)  Yes / No Application for DCS to be extended to this qualification  Yes / No

If you are applying for DCS to be extended to this qualification, enter name of the allocated Approved Internal Verifier below. If not, leave this box blank:

## 2 QUALIFICATION APPROVAL DETAILS

The centre requests approval to run the following qualification(s):

Please select qualifications you wish to deliver

<b><i>AIM Awards Level 5 Diploma in Education and Training (QCF)</i></b>	<b><i>Yes/No</i></b>
--	----------------------

Intended target learner group/age:  Intended number of learners:

## 3 RULES OF COMBINATION

***Please refer to the AIM Awards Level 5 Diploma in Education and Training Qualification (QCF) Specification***

#### 4 SPECIALIST REQUIREMENTS

Specialist resources required  
(taken from qualification  
specification):

Centre confirmation of required resources:

**Learners should have access to classrooms equipped with teaching aids for the teaching practice. Learners should also have access to learning resources such as text books, online resources and journals.**

(Please confirm here)

Specialist staffing qualifications  
required  
(taken from qualification  
specification):

Centre confirmation of required staff  
qualifications:

I have attached proof  
of qualifications:

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

- A teaching qualification equivalent to QCF Level 5 or above (for example DTLLS, Diploma in Education and Training, CertEd or PGCE)
- Evidence of teaching experience in an education or training context
- Access to appropriate guidance and support
- On-going participation in related programme quality assurance processes.

**Requirements for Assessors of the Learning and Development units ONLY:**

**Assessors must:**

- Have up to date 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 Workplace (QCF); or

(Please confirm here)

Yes/No

<ul style="list-style-type: none"> <li>- Level 3 Certificate in Assessing Vocational Achievement (QCF); or</li> <li>- A1 Assess candidate performance using a range of methods: or</li> <li>- D32 Assess candidate performance and D33 Assess candidate using different sources of evidence</li> </ul>		
<p>All those who are involved in the internal quality assurance of the qualifications must have an Internal Verification qualification or evidence of recent relevant experience.</p> <p><b><u>Requirements for Internal Verifiers of the Learning and Development units ONLY:</u></b></p> <p>Hold one of the following internal quality assurance qualifications or their recognised equivalent:</p> <ul style="list-style-type: none"> <li>- Level 4 Award in Internal Quality Assurance of Assessment Processes and Procedures (QCF); or</li> <li>- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF); or</li> <li>- V1 Conduct internal quality assurance of the assessment process; or</li> <li>- D34 Internally verify the assessment process</li> </ul> <p>•Show evidence of continuing professional development in assessment and quality assurance</p>	<p>(Please confirm here)</p>	<p>Yes/No</p>

## 5 CONFIRMATION & APPROVAL

I confirm that the course has been internally approved and will be delivered in accordance with the information contained within this document, the qualification specification and in accordance with the terms and conditions agreed in the centre agreement.

<b>Centre Curriculum Contact Signature</b>		<b>Date</b>	
--	--	-------------	--

<b>Admin confirmation of AIM Awards QR and CDM approval</b>		<b>Date</b>	
---	--	-------------	--

<b>Confirmation of extension of DCS to this qualification:</b>	<i>Yes/No</i>
--	---------------

## APPENDIX 2

# QUALIFICATION DESCRIPTION (SUMMARY)



## Description of the Qualification

The AIM Awards suite of teacher training qualifications comprises: Level 3 Award in Education and Training; Level 4 Certificate in Education and Training; **Level 5 Diploma in Education and Training.**

The AIM Awards Level 5 Diploma in Education and Training prepares trainee teachers to teach in a wide range of contexts. It requires observation and assessment of performance. It can meet the needs of a range of trainee teachers who can meet the practice requirements; for example, individuals currently teaching or training (including those who have just begun teaching or training), individuals currently working as assessors who wish to achieve a teaching qualification. There is a practice requirement of a minimum of 100 hours and there must be a minimum of eight observations of practice, totalling a minimum of eight hours.

This Diploma is offered at Level 5 only. **A resource pack containing assessment guidance will be included with this qualification for centres to use as an option.**

## Approval Details

Qualification Title	AIM Awards Level 5 Diploma in Education and Training (QCF)
Ofqual Qualification Number	601/0462/4
Guided Learning Hours	360-518
Total Credits required	120
Mandatory Credits required	75
Minimum Age	19
Qualification Start Date:	01-Aug-2013
Charge per learner:	£140

## How to Achieve the Qualification

Learners must achieve 120 credits in total. 75 credits must be achieved from Group **A** and a minimum of 45 credits must be achieved from Group **B**. A maximum of 59 credits may be achieved at Level 4.

Unit Reference Number	Unit Title	Group	Level	Credit Value	GLH
<a href="#">R/505/0923</a>	Developing Teaching, Learning and Assessment in Education and Training	<b>A</b>	Five	20	65
<a href="#">H/505/0912</a>	Teaching, Learning and Assessment in Education and Training	<b>A</b>	Four	20	65
<a href="#">A/505/0818</a>	Theories, Principles and Models in Education and Training	<b>A</b>	Five	20	60
<a href="#">J/505/0837</a>	Wider Professional Practice and Development in Education and Training	<b>A</b>	Five	15	50
<a href="#">M/503/5376</a>	Action Learning to Support Development of Subject Specific Pedagogy	<b>B</b>	Five	15	50
<a href="#">T/503/5380</a>	Action Research	<b>B</b>	Five	15	50
<a href="#">M/505/1089</a>	Delivering Employability Skills	<b>B</b>	Four	6	20
<a href="#">A/502/9547</a>	Develop and Prepare Resources for Learning and Development	<b>B</b>	Four	6	25
<a href="#">M/502/9545</a>	Develop Learning and Development Programmes	<b>B</b>	Four	6	30
<a href="#">H/505/1090</a>	Developing, Using and Organising Resources in a Specialist Area	<b>B</b>	Five	15	50
<a href="#">Y/503/5310</a>	Effective Partnership Working in the Learning and Teaching Context	<b>B</b>	Four	15	50
<a href="#">D/502/9556</a>	Engage with Employers to Facilitate Workforce Development	<b>B</b>	Four	6	30
<a href="#">Y/503/5789</a>	Equality and Diversity	<b>B</b>	Four	6	25
<a href="#">K/505/1091</a>	Evaluating Learning Programmes	<b>B</b>	Four	3	15
<a href="#">H/502/9543</a>	Identify the Learning Needs of Organisations	<b>B</b>	Four	6	30
<a href="#">L/503/5384</a>	Inclusive Practice	<b>B</b>	Four	15	50
<a href="#">A/601/5321</a>	Internally Assure the Quality of Assessment	<b>B</b>	Four	6	45
<a href="#">A/502/9550</a>	Manage Learning and Development in Groups	<b>B</b>	Four	6	30
<a href="#">J/505/0188</a>	Preparing for the Coaching Role	<b>B</b>	Four	3	15

<a href="#">L/505/0189</a>	Preparing for the Mentoring Role	<b><u>B</u></b>	Four	3	15
<a href="#">T/505/1093</a>	Preparing for the Personal Tutoring Role	<b><u>B</u></b>	Four	3	15
<a href="#">L/504/0231</a>	Principles and Practice of Lipreading Teaching	<b><u>B</u></b>	Four	12	48
<a href="#">R/504/0229</a>	Specialist Delivery Techniques and Activities	<b><u>B</u></b>	Four	9	30
<a href="#">J/505/1096</a>	Teaching in a Specialist Area	<b><u>B</u></b>	Four	15	50
<a href="#">Y/505/1099</a>	Understanding and Managing Behaviours in a Learning Environment	<b><u>B</u></b>	Four	6	20
<a href="#">L/505/1102</a>	Understanding and Managing Behaviours in a Learning Environment	<b><u>B</u></b>	Five	6	20
<a href="#">F/601/5322</a>	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	<b><u>B</u></b>	Four	6	45
<a href="#">T/601/5320</a>	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	<b><u>B</u></b>	Four	6	45



## APPENDIX 3

# GLOSSARY OF ASSESSMENT TERMS

## Glossary of Assessment Terms

There are two main types of assessment: summative and formative. The key to good assessment practice is for Assessors to understand what each method contributes and to build their practice to maximise the effectiveness of each.

**Assessment Criteria:** descriptions by which the Assessor determines whether a learner has demonstrated achievement of the intended learning outcomes for a particular level.

**Formative Assessment:** designed to provide learners with feedback on progress and inform development.

**Summative Assessment:** provides a measure of achievement in respect of a learner's performance in relation to the intended learning outcomes. It contributes to the overall result of achieved/not achieved.

### Assessment Terms

Analyse	Identify separate factors, show how they are related and how each one contributes to the whole
Appraise	Consider the positive and negative points and give a reasoned judgement
Assess	Give consideration to all the factors or events that apply and then make a careful and valued judgement as to which are the most important or relevant
Comment critically	Give a view after consideration of all the evidence. In particular decide the importance of all the relevant positive and negative aspects
Compare/Contrast	Using the main factors that apply in two or more situations unpick the similarities and differences or advantages and disadvantages
Define	Make clear what a particular term means and give an example, if appropriate, to show what is meant
Demonstrate	Show by example
Describe	Give a clear overview that includes all the relevant features – 'painting a picture with words'
Design	Create a plan, proposal or brief to illustrate a concept or

	idea
Discuss	Take part in a conversation about a topic
Draw conclusions	Use the evidence provided to reach a reasoned judgement
Evaluate	Decide the degree to which a statement is true or the importance or value of something by reviewing the information.
Explain	Set out in detail the meaning of something, with reasons. More complex than describe or list, so it can help to give an example to show what is meant. Introduce the topic then give the 'how' or 'why'
Identify	Pin point or choose the right one or give a list of the main features
Illustrate	Include examples, a diagram, pictures or photographs to show what is meant
Interpret	Give the meaning of something
List	Provide the information in a list, rather than in continuous writing
Outline	Give a brief overview
Plan	Work out and decide how to carry out a task or activity
Select	Choose from a given range
State	Give a clear but brief account
Summarise	Write or articulate briefly the main points or essential features



## APPENDIX 4

# OFSTED CRITERIA AND GRADING CHARACTERISTICS

## **Ofsted criteria and grading characteristics for judging the quality of teaching, learning and assessment**

The Initial Teacher Education (ITE) inspection handbook (Ofsted, 2012) states that, for outcomes for trainee teachers to be judged as at a good level, their teaching should be predominantly good, with examples of outstanding teaching. When making judgements about trainee teachers' practice, inspectors often use as, a point of reference, the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the Handbook for the inspection of further education and skills (Ofsted, 2012). The criteria identify key elements of teaching, learning and assessment against which inspectors make judgements. The grading characteristics identify key features of practice at different standards in relation to the criteria.

AIM Awards stipulates that at least 1 hour of observed and assessed practice in observations linked to the mandatory units should meet the requirements for 'Good' (grade 2) in order to achieve the Level 4 Certificate in Education and Training

### **Criteria**

**In judging the quality of teaching, learning and assessment, inspectors evaluate the extent to which:**

- learners benefit from high expectations, engagement, care, support and motivation from staff;
- staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs;
- staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners;
- learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning;
- teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims;
- appropriate and timely information, advice and guidance support learning effectively;
- equality and diversity are promoted through teaching and learning.

### **Grading characteristics**

#### **Outstanding (grade 1)**

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning



sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.

- All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.

Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.

- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.
- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.
- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.
- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.
- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning and progression

## **Good (grade 2)**

- Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.
- Staff have high expectations of all learners. Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.
- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skilfully question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Good use of resources, including ICT, and regular coursework contribute well to learners' progress.
- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.
- The teaching of English, mathematics and functional skills is generally good. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities
- Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.
- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.

### **Requires improvement (grade 3)**

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.

There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most

learners to work hard and achieve satisfactorily, and encourage them to make progress.

- Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.
- Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.
- Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.
- Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.
- The teaching of English, mathematics and functional skills is satisfactory overall.
- The promotion of equality and support for diversity in teaching and learning are satisfactory.
- Advice, guidance and support help to motivate learners to succeed in their learning and progress.

#### **Inadequate (grade 4)**

- Teaching, learning and assessment are likely to be inadequate where any of the following apply.
- As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals.
- Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.
- Staff lack expertise and the ability to promote learning.
- Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.

- Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics and language needs.
- Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.



# APPENDIX 5

# OBSERVATION FORMS

# Level 5 Diploma in Education and Training



## TO1: Preparation for teaching observation

Learner											
Observer											
Teaching observation								Date			
1	2	3	4	5	6	7	8	Time (from/to)			

**Development points:** *provide details of any development points from your last observation and actions taken to address them*

**Subject/topic:** *provide a brief outline of the subject/topic of the learning session*

**Rationale:** *provide background information on the session and a rationale for your teaching and learning approaches, which makes reference to relevant theoretical perspectives*

**Assessment and feedback:** *explain how you will assess learning in the session and provide feedback to learners; what types of assessment will you use (e.g. peer and self-assessment) and your purpose in using them; how will you record assessment?*

**Resources:** *what resources will you be using in the learning session; in what ways do they promote equality, value diversity and meet the needs of learners; have you adapted any resources to meet the needs of learners?*

**Inclusion and differentiation:** *explain how you have planned for inclusive learning and differentiation in the session*

**Core skills:** *identify any relevant English, mathematics and ICT issues in the session and how you will address them*

**Specific feedback:** *identify any area(s) on which you would like specific feedback*

# Level 5 Diploma in Education and Training



## TO2: Teaching observation report form

<b>Learner</b>									
<b>Observer</b>									
<b>Teaching observation</b>								<b>Date</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Time (from/to)</b>	
<b>Planning and preparation</b>									
<b>Learning and teaching strategies</b>									
<b>Resources</b>									
<b>Subject knowledge</b>									
<b>Communication and interaction</b>									



**Assessment and feedback** *(including peer and self-assessment)*

**Inclusion and differentiation**

**Use of new and emerging technologies**

**Support for English, maths and ICT needs**

**Quality of student learning in observed session**

Strengths	Areas for development

**The learner has demonstrated acceptable professional standards of teaching**

**Yes**

**No**

**Observer signature**

**Date**

# Level 5 Diploma in Education and Training



## TO3: Teaching observation - reflections

Learner									
Observer									
Teaching observation								Date	
1	2	3	4	5	6	7	8	Time (from/to)	

**Effectiveness of teaching and learning approaches:** *how effective were your approaches; how could you adapt/modify to meet needs of learners etc*

**Communication:** *what were the benefits and limitations of your methods and any media that you used; how well did you communicate with learners and learners with each other etc*

**Use of technologies:** *what technologies did you use; benefits and limitations of media etc*

**Assessment:** *how effective were your assessment methods; assessment for learning, assessment of learning etc*

**Resources:** *how effective were your resources in meeting the needs of learners and contributing to your learning outcomes etc*

**General reflections:** *how well did your learners learn in the session; how effective were your learning outcomes – were they met; how might you use the feedback you have received to develop your practice etc*

## APPENDIX 6

# Links between the Specialist Standalone Qualifications and the Level 5 Diploma in Education and Training

## Links between the specialist standalone qualifications and Level 5 Diplomas in Education and Training

This Appendix explains the links between the *Level 5 Diploma in Education and Training*, the *Level 5 Diploma in Education and Training including a specialist pathway* and the following standalone specialist qualifications:

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

Potential trainee teachers should understand that, since 2007, they have been able to undertake one of the above standalone specialist qualifications before a generic teaching qualification as well as alongside (concurrently) or afterwards.

The knowledge units from the above standalone specialist qualifications are available as optional units with the *Level 5 Diploma in Education and Training*.

Trainee teachers achieving one or two units from a standalone qualification that are included as optional units within a *Level 5 Diploma in Education and Training* relating to a particular area of specialism, can go on to take the additional unit(s) to complete one of the standalone qualifications identified above.

### Credit transfer from the Level 5 standalone specialist qualifications

Individuals who have already achieved a standalone specialist qualification can use the units to meet the optional credit requirements for the relevant specialist pathway in the *Level 5 Diploma in Education and Training* including a specialist pathway. For example, a trainee teacher who has already achieved the *Level 5 Diploma in Teaching Disabled Learners* would be given exemption from the units in the specialist pathway for teaching disabled learners.

### Transfer of practice from the Level 5 standalone specialist qualifications

Individuals who have completed one of the standalone specialist qualifications may transfer a maximum of 50 hours of practice from one of these qualifications towards the overall minimum practice requirement of 100 hours for the *Level 5 Diploma in Education and Training*.

### Transfer of observed and assessed practice from the Level 5 standalone specialist qualifications

Individuals who have completed one of the standalone specialist qualifications may transfer a maximum of two observed assessments of practice towards the overall minimum of eight observed assessments of practice required for the *Level 5 Diploma in Education and Training* including a specialist pathway (ten observed assessments for the combined specialist pathway).



## APPENDIX 7

# QCF LEVEL DESCRIPTORS



Ref: Annex E of the Regulatory arrangements for the Qualifications and Credit Framework

## Qualifications and Credit Framework: Level Descriptors

	Summary	Knowledge and Understanding	Application and action	Autonomy and accountability
<b>Level 4</b>	Achievement at level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work	<p>Use practical, theoretical or technical understanding to address problems that are well de- fined but complex and non-routine</p> <p>Analyse, interpret and evaluate relevant information and ideas</p> <p>Be aware of the nature and approximate scope of the area of study or work</p> <p>Have an informed awareness of different perspectives or approaches within the area of study or work</p>	<p>Address problems that are complex and non-routine while normally fairly well defined</p> <p>Identify, adapt and use appropriate methods and skills</p> <p>Initiate and use appropriate investigation to inform actions</p> <p>Review the effectiveness and appropriateness of methods, actions and results</p>	<p>Take responsibility for courses of action, including, where relevant, responsibility for the work of others</p> <p>Exercise autonomy and judgement within broad but generally well-defined parameters</p>

	Summary	Knowledge and Understanding	Application and action	Autonomy and accountability
<b>Level 5</b>	<p>Achievement at level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts</p> <p>Analyse, interpret and evaluate relevant information, concepts and ideas</p> <p>Be aware of the nature and scope of the area of study or work</p> <p>Understand different perspectives, approaches or schools of thought and the reasoning behind them</p>	<p>Address broadly-defined, complex problems</p> <p>Determine, adapt and use appropriate methods and skills</p> <p>Use relevant research or development to inform actions</p> <p>Evaluate actions, methods and results</p>	<p>Take responsibility for planning and developing courses of action, including, where relevant, responsibility for the work of others</p> <p>Exercise autonomy and judgement within broad parameters</p>

	Summary	Knowledge and Understanding	Application and action	Autonomy and accountability
<b>Level 6</b>	Achievement at level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them	<p>Refine and use practical, conceptual or technological understanding to create ways forward in contexts where there are many interacting factors</p> <p>Critically analyse, interpret and evaluate complex information, concepts and ideas</p> <p>Understand the context in which the area of study or work is located</p> <p>Be aware of current developments in the area of study or work</p> <p>Understand different perspectives, approaches or schools of thought and the theories that underpin them</p>	<p>Address problems that have limited definition and involve many interacting factors</p> <p>Determine, refine, adapt and use appropriate methods and skills</p> <p>Use and, where appropriate, design relevant research and development to inform actions</p> <p>Evaluate actions, methods and results and their implications</p>	<p>Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments</p> <p>Initiate and lead tasks and processes, taking responsibility, where relevant, for the work and roles of others</p> <p>Exercise broad autonomy and judgement</p>





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