

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
601/2324/2	Gateway Qualifications Level 3 Award in Education and Training
601/2444/1	Gateway Qualifications Level 4 Certificate in Education and Training
601/2445/3	Gateway Qualifications Level 5 Diploma in Education and Training

Version and date	Change detail	Section/Page Reference
5.2 (June 2020)	n/a	n/a
5.3 (April 2021)	Qualification approval from Qualifications Wales removed.	Pg9
5.4 (Dec 2022)	Changed back cover and removed address Funding section updated	Pg 25 – 26 Pg 10

About this qualification specification

This qualification specification is intended for tutors, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment.

In order to offer this qualification you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/recognition

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1. Qualification Information

1.1. About the qualification

This qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The qualifications in education and training were developed for those intending to work in the post 16 education and training sector including further education colleges, adult and community education providers, offender education, work based learning providers, the third / voluntary sector and independent training organisations.

Providers should refer to the Education and Training Foundation [Guidance for Qualifications in Education and Training November 2016](#).

Common to all the teaching qualifications is the requirement for further education teachers to have a knowledge and skills base in English literacy, English language, numeracy and ICT at an appropriate level in order for them to best support the needs of their learners.

The set of specifications for these skills is known as the Minimum Core. The Minimum Core document and its companion document, Inclusive Learning Approaches, are available on the FE Advice website and accompanies the Guidance for Qualifications in Education and Training November 2016 document.

There are 3 levels of qualification and potential teachers should make an informed choice based on their levels of confidence, prior qualifications and career aspirations as to which level to take. It is neither necessary nor generally advisable to take each qualification in hierarchical sequence.

Gateway Qualifications Level 3 Award in Education and Training

This qualification offers an introduction in the education and training sector. This knowledge based teaching qualification has no minimum teaching practice requirement and therefore may be taken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in micro teaching (peer teaching) which involves planning an observed and assessed teaching session for a specific group of learners (usually the peer group of classmates), delivering and reviewing the session and responding to feedback from the observer and the 'learners'. Trainee teachers who are already in a teaching role may be able to use their usual workplace teaching for this observed teaching session.

The qualification is for learners:

- who work, or want to work as teachers/trainers in the further education and skills sector.
- who are not in a teaching/training role, or who have just started a teaching /training role.
- who want a short qualification to enable them to make career choices.
- who have already achieved some Learning and Development units that can be carried forward into this qualification.
- are delivering education and training in any learning environment.

The qualification covers the knowledge and skills required by teachers/trainers in the further education and training skills sector:

- the roles, responsibilities and relationships in education and training.
- inclusive teaching and learning approaches.
- assessment of learners.
- facilitating learning and development for individuals.
- facilitating learning and development in groups.
- understanding principles and practices of assessment.

Gateway Qualifications Level 4 Certificate in Education and Training

This qualification develops practical teaching skills and through the optional units can prepare teachers to work in a wide range of contexts. This qualification may be helpful for those whose duties do not include the full range of teaching responsibilities, for example instructors or those who teach very small groups of learners.

It requires observation and assessment of performance.

The qualification is for:

- those who work, or want to work as teachers/trainers in the further education and skills sector.
- learners who have just started a teaching/training role.
- teachers/trainers who are seeking career progression in their area of work. those working with learners on a one-to-one basis.
- learners who teach in industry.
- learners who have already achieved some Learning and Development units that can be counted in this qualification.
- assessors who wish to achieve a teaching/training qualification.

The qualification covers the knowledge and skills required by teachers/trainers in the further education and training skills sector:

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

Learners who successfully complete this qualification will have a fundamental understanding of the roles and responsibilities of a teacher/trainer in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. They will be able to use initial and diagnostic assessments and plan and deliver inclusive teaching and learning. They will also be able to assess learning and use appropriate resources to support effective learning.

Gateway Qualifications Level 5 Diploma in Education and Training

This qualification is for those who wish to become fully qualified as further education teachers, with the possibility of gaining the professional status of Qualified Teacher Learning and Skills (QTLS), the Level 5 Diploma offers the optimal opportunity for substantial career development. Colleges of further education and many other sector employers are likely to require this level of qualification or at least a commitment to gain this upon employment.

This teaching qualification covers most curriculum areas within further education. The qualification comprises a combination of mandatory and optional units and has to comply with the [Guidance for Qualifications in Education and Training November 2016](#).

The qualification is for learners who:

- work, or want to work as teachers/trainers in the further education and skills sector.
- have just started a teaching/training role.
- are 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, Adult and Community Learning Centre or Training Provider.
- are teachers/trainers who are seeking career progression in their area of work. those working with learners on a one-to-one basis.
- are learners who teach in industry.
- are learners who have already achieved some Learning and Development units that can be counted in this qualification.
- are assessors who wish to achieve a teaching/training qualification.

There is a practice requirement of a minimum of 100 hours of teaching and there must be a minimum of eight observations of practice, totalling a minimum of eight hours.

The qualification covers the knowledge and skills required by teachers/trainers in the further education and training skills sector:

- theories, principles and models in education and training, such as in relation to learning, communication, assessment, curriculum development and evaluation, and how to apply them to own practice.
- teaching, learning and assessment in education and training, such as roles, responsibilities and relationships, using initial and diagnostic assessment to agree individual learning goals with learners, planning and delivering inclusive teaching, creating and maintaining a safe, inclusive teaching and learning environment and assessing learning.
- understanding professionalism and the influence of professional values in education and training, the policy context of education and training, the impact of accountability to stakeholders and external bodies on education and training, the organisational context of education and training and how to contribute to the quality improvement and quality assurance arrangements of an organisation.

Learners 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.

Learners 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.

1.2. Objective

The objectives of the **Gateway Qualifications Level 3 Award in Education and Training** are that it is a qualification that:

- indicates an individual can undertake a specific role in the workplace and that may be relied upon by employers
- is taken by learners for their own growth as a progression route to teaching.

The objectives of the **Gateway Qualifications Level 4 Certificate and Level 5 Diploma in Education and Training** are that it is a qualification that:

- indicates an individual can undertake a specific role in the workplace and that may be relied upon by employers
- is taken by learners for their own growth as a progression route to teaching.

1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 3 Award in Education and Training	120	48	12
Gateway Qualifications Level 4 Certificate in Education and Training	360	140	36
Gateway Qualifications Level 5 Diploma in Education and Training	1200	360	120

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.4. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process.

Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

1.5. Geographical coverage

These qualifications have been approved by Ofqual to be offered in England and by Qualification Wales in Wales.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer the qualifications, they should make an enquiry to Gateway Qualifications.

1.6. Progression Opportunities

The qualifications allow learners to progress into employment as teachers/trainers, as well as to the following qualifications:

- Level 3 Award in Education to the Level 4 Certificate in Education and Training
- Level 4 Certificate in Education and Training to the Level 5 Diploma in Education and Training
- From the Level 5 Diploma to specialist qualifications including:
 - Level 5 Diploma in Teaching Disabled Learners
 - Level 5 Diploma in Teaching English: ESOL
 - Level 5 Diploma in Teaching English: Literacy and Functional English
 - Level 5 Diploma in Teaching English: Literacy, ESOL and Functional English

- Level 5 Diploma in Teaching Mathematics: Numeracy and Functional Mathematics.

1.7. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

For information regarding potential sources of funding in Wales please visit Qualification Wales:

<https://www.qualificationswales.org/>

Current funding information for Wales is available on [Qualifications in Wales \(QiW\)](#)

1.8. Relationship with other frameworks

New professional standards came into force in 2014, under the aegis of the Education and Training Foundation. The professional standards which underpinned the 2013 qualifications were reviewed. The 2014 professional standards define the professional requirements of teachers, trainers and tutors of post 16 learners, and underpin effective teaching practice in the sector.

The previous professional standards were widely considered to be unwieldy and unhelpful in supporting practitioners and the sector generally.

The new standards:

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

The new standards can be accessed at [professional standard](#).

1.9. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular, it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Age

The approved age range for these qualifications is: 19+

2.2 Prior Qualifications

Level 3 Award

There are no formal entry qualification requirements, but learners 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.

Level 4 Certificate

There is no requirement for learners to have completed the Level 3 Award in Education and Training. Learners will need to be qualified, proficient or experienced in the subject which they intend to teach. It would be expected that applicants have sufficient personal skills to complete the academic and other requirements of the programme. They will also need to be able to support their learners at the appropriate level whilst delivering their subject specialism. Applicants need to demonstrate the potential to study at minimum academic level 4 – the same level of study as the first year of a degree course.

Level 5 Diploma

There is no requirement for learners to have completed the Level 3 Award or Level 4 Certificate in Education and Training. Those intending to teach academic subjects would usually be expected to have a degree in their subject specialism.

Those intending to teach in professional or vocational areas would usually be expected to have a professional or industry qualification and experience of working in their respective sector.

There is a general expectation in the sector that a teacher should be qualified to at least one level above that at which they intend to teach. In some vocational areas, this may be problematic but a reasonable expectation is that they hold the highest level trade qualification available, unless they have particularly substantial professional experience.

There are no firm rules regarding prior qualifications in maths or English although it is expected that trainee teachers gain qualifications at Level 2 prior to completion of their initial teaching qualification.

2.3 Prior Skills/Knowledge/Understanding

All learners 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 learners join the qualification 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.

It is important to note that the successful completion of the full teacher qualification is academically demanding and that learners need to have, or be able to develop and demonstrate, high level personal skills to complete the academic and other requirements for the programme. Those in the full teacher role are required to be effective communicators in oral and written modes and to be able to handle, generate, and analyse statistical data.

Learners will also need to be able to organise written information clearly and coherently. The nature of both the learning and assessment required for these qualifications is such that learners should have the ability to manage the requirements of the level of the qualification they are taking, read and interpret written tasks, and write answers in a legible and understandable form.

2.4 Restrictions

There are no restrictions to entry.

2.5 Access to qualifications for learners with disabilities or specific needs

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular, it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

2.6 Additional Rules/Guidance

Providers should refer to the Education and Training Foundation [Guidance for Qualifications in Education and Training November 2016](#).

Teaching practice, together with observation and assessment of that practice, is a vital component of high-quality initial training. There is a requirement for a minimum of 100 hours of practice for the Level 5 Diploma in Education and Training which ideally will include teaching a variety of learners at more than one level in different learning environments.

The term 'teaching practice' refers to the teaching and learning sessions that are planned for specific learners and that take place in a learning environment. These sessions will include aspects of planning, delivery and assessment, including differentiation, and other factors that contribute to successful teaching and learning. Contact hours where teachers are supervising students for other purposes cannot be included as part of the required teaching practice hours.

Through their teaching placement/workplace mentoring, trainee teachers should have the opportunity to develop further subject specialist knowledge.

2.7 Recruiting Learners with Integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualifications will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualifications.

3. Achieving the Qualification

3.1. Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. To obtain unit information, please contact Gateway Qualifications who will enable access to our unit library.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**

Gateway Qualifications Level 3 Award in Education and Training

To achieve the Gateway Qualifications Level 3 Award in Education and Training, the learner must achieve a minimum of 12 credits. 3 credits from Mandatory Group M, 6 credits from Optional Unit Group A (OA) and 3 credits from Optional Unit Group B (OB).

Unit Number	Unit Title	Level	Guided Learning	Credit Value	Subject Sector code	Group Name
H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	3	3	12	13.1	M (Mandatory)
F/502/9548	Facilitate Learning and Development in Groups	3	6	25	13.1	OA (Optional Unit Group A)
D/505/0052	Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training	3	6	24	13.1	OA (Optional Unit Group A)
J/502/9549	Facilitate Learning and Development for Individuals	3	6	25	13.1	OA (Optional Unit Group A)
R/505/0050	Understanding Assessment in Education and Training	3	3	12	13.1	OB (Optional Unit Group B)
D/601/5313	Understanding the Principles and Practices of Assessment	3	3	24	13.1	OB (Optional Unit Group B)

Gateway Qualifications Level 4 Certificate in Education and Training

To achieve the Gateway Qualifications Level 4 Certificate in Education and Training, the learner must achieve a minimum of 36 credits, with 21 credits from Mandatory Group M and 15 credits from Group O (Optional Group).

Unit Number	Unit Title	Level	Guided Learning	Credit Value	Subject Sector code	Group Name
A/505/1189	Planning to Meet the Needs of Learners in Education and Training	4	15	3	13.1	M (Mandatory)
F/505/0125	Assessing Learners in Education and Training	4	24	6	13.1	M (Mandatory)
L/505/0127	Using Resources for Education and Training	4	15	3	13.1	M (Mandatory)
M/505/0122	Delivering Education and Training	4	24	6	13.1	M (Mandatory)
H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	3	12	3	13.1	M (Mandatory)
L/505/1102	Understanding and Managing Behaviours in a Learning Environment	5	20	6	13.1	O (Optional)
Y/505/1099	Understanding and Managing Behaviours in a Learning Environment	4	20	6	13.1	O (Optional)
J/505/1096	Teaching in a Specialist Area	4	50	15	13.1	O (Optional)
R/504/0229	Specialist Delivery and Teaching	4	30	9	13.1	O (Optional)
L/504/0231	Principles and Practice of Lipreading Teaching	4	48	12	13.1	O (Optional)
T/505/1093	Preparing for the Personal Tutoring Role	4	15	3	13.1	O (Optional)
L/505/0189	Preparing for the Personal Mentoring Role	4	15	3	13.1	O (Optional)
J/505/0188	Preparing for the Coaching Role	4	15	3	13.1	O (Optional)
L/503/5384	Inclusive Practice	4	50	15	13.1	O (Optional)
K/505/1091	Evaluating Learning Programmes	4	15	3	13.1	O (Optional)
Y/503/5789	Equality and Diversity	4	25	6	13.1	O (Optional)
Y/503/5310	Effective Partnership Working in the Learning and Teaching Context	5	50	15	13.1	O (Optional)
H/505/1090	Developing, Using and Organising Resources in a Specialist Area	5	50	15	13.1	O (Optional)

Unit Number	Unit Title	Level	Guided Learning	Credit Value	Subject Sector code	Group Name
M/505/1089	Delivering Employability Skills	4	20	6	13.1	O (Optional)
F/505/0187	Assessment and Support for the Recognition of Prior Learning through the Accreditation of Learning Outcomes	3	30	6	13.1	O (Optional)
T/503/5380	Action Research	5	50	15	13.1	O (Optional)
M/503/5376	Action Learning to Support Development of Subject Specific Pedagogy	5	50	15	13.1	O (Optional)
T/503/4861	Using Mathematics: Academic Subjects	3	30	6	13.1	O (Optional)
F/503/4863	Using Mathematics: Professional and Vocational Contexts	3	30	6	13.1	O (Optional)
A/503/4859	Using Mathematics: Personal and Public Life	3	30	6	13.1	O (Optional)
K/503/4856	Writing Skills for Literacy and Language Teaching	3	15	3	13.1	O (Optional)
D/503/4854	Speaking and Listening Skills for Literacy and Language Teaching	3	15	3	13.1	O (Optional)
R/503/4852	Reading Skills for Literacy and Language Teaching	3	15	3	13.1	O (Optional)
J/503/4850	Analysing English Language for Literacy and Language Teaching	3	15	3	13.1	O (Optional)
A/502/9550	Manage Learning and Development in Groups	4	30	6	13.1	O (Optional)
H/502/9543	Identify the Learning Needs of Organisations	4	30	6	13.1	O (Optional)
D/502/9556	Engage with Employers to Facilitate Workforce Development	4	30	6	13.1	O (Optional)
Y/502/9555	Engage with Employers to Develop and Support Learning Provision	3	25	6	13.1	O (Optional)
F/502/9551	Engage with Learners in the Learning and Development Process	4	30	6	13.1	O (Optional)
M/502/9545	Develop Learning and Development Programmes	4	30	6	13.1	O (Optional)
A/502/9547	Develop and Prepare Resources for Learning and Development	4	25	6	13.1	O (Optional)

Unit Number	Unit Title	Level	Guided Learning	Credit Value	Subject Sector code	Group Name
F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	4	45	6	13.1	O (Optional)
H/601/5314	Assess Occupational Competence in the Work Environment	3	30	6	13.1	O (Optional)
T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	4	45	6	13.1	O (Optional)
A/601/5321	Internally Assure the Quality of Assessment	4	45	6	13.1	O (Optional)
F/601/5319	Assess Vocational Skills, Knowledge and Understanding	3	30	6	13.1	O (Optional)
D/505/1105	Working with the 14-19 Age Range in Education and Training	4	30	9	13.1	O (Optional)

Gateway Qualifications Level 5 Diploma in Education and Training

To achieve the Gateway Qualifications Level 5 Diploma in Education and Training, the learner must achieve a minimum of 120 credits. 75 credits must come from Group M (Mandatory) and 45 credits must come from Group O (Optional).

Unit Number	Unit Title	Level	Guided Learning	Credit Value	Subject Sector code	Group Name
J/505/0837	Wider Professional Practice and Development in Education and Training	5	50	15	13.1	M (Mandatory)
A/505/0818	Theories, Principles and Models in Education and Training	5	60	20	13.1	M (Mandatory)
R/505/0923	Developing Teaching, Learning and Assessment in Education and Training	5	65	20	13.1	M (Mandatory)
H/505/0912	Teaching, Learning and Assessment in Education and Training	4	65	20	13.1	M (Mandatory)
K/505/0765	Numeracy and the Learners	5	40	15	13.1	O (Optional)
Y/505/0759	Understanding Theories and Frameworks for Teaching Disabled Learners	5	40	15	13.1	O (Optional)
J/505/0756	Action Learning for Teaching in a Specialist Area of Disability	5	40	15	13.1	O (Optional)
A/505/0785	ESOL Theories and Frameworks	5	40	15	13.1	O (Optional)
F/505/0786	ESOL and the Learners	5	40	15	13.1	O (Optional)
J/505/0773	Literacy Theories and Frameworks	5	40	15	13.1	O (Optional)
Y/505/0776	Literacy, ESOL and the Learners	5	40	15	13.1	O (Optional)
L/505/0774	Literacy and the Learners	5	40	15	13.1	O (Optional)
J/505/0790	Literacy and ESOL Theories and Frameworks	5	60	20	13.1	O (Optional)
L/505/0791	Literacy and ESOL and the Learners	5	60	20	13.1	O (Optional)
L/505/1102	Understanding and Managing Behaviours in a Learning Environment	5	20	6	13.1	O (Optional)
Y/505/1099	Understanding and Managing Behaviours in a Learning Environment	4	20	6	13.1	O (Optional)
J/505/1096	Teaching in a Specialist Area	4	50	15	13.1	O (Optional)

Unit Number	Unit Title	Level	Guided Learning	Credit Value	Subject Sector code	Group Name
R/504/0229	Specialist Delivery and Teaching	4	30	9	13.1	O (Optional)
L/504/0231	Principles and Practice of Lipreading Teaching	4	48	12	13.1	O (Optional)
T/505/1093	Preparing for the Personal Tutoring Role	4	15	3	13.1	O (Optional)
L/505/0189	Preparing for the Mentoring Role	4	15	3	13.1	O (Optional)
J/505/0188	Preparing for the Coaching Role	4	15	3	13.1	O (Optional)
L/503/5384	Inclusive Practice	4	50	15	13.1	O (Optional)
K/505/1091	Evaluating Learning Programmes	4	15	3	13.1	O (Optional)
Y/503/5789	Equality and Diversity	4	25	6	13.1	O (Optional)
Y/503/5310	Effective Partnership Working in the Learning and Teaching Context	4	50	15	13.1	O (Optional)
H/505/1090	Developing, Using and Organising Resources in a Specialist Area	5	50	15	13.1	O (Optional)
M/505/1089	Delivering Employability Skills	4	20	6	13.1	O (Optional)
T/503/5380	Action Research	5	50	15	13.1	O (Optional)
M/503/5376	Action Learning to Support Development of Subject Specific Pedagogy	5	50	15	13.1	O (Optional)
A/502/9550	Manage Learning and Development in Groups	4	30	6	13.1	O (Optional)
H/502/9543	Identify the Learning Needs of Organisations	4	30	6	13.1	O (Optional)
D/502/9556	Engage with Employers to Facilitate Workforce Development	4	30	6	13.1	O (Optional)
M/502/9545	Develop Learning and Development Programmes	4	30	6	13.1	O (Optional)
A/502/9547	Develop and Prepare Resources for Learning and Development	4	25	6	13.1	O (Optional)
F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	4	45	6	13.1	O (Optional)
T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	4	45	6	13.1	O (Optional)
A/601/5321	Internally Assure the Quality of Assessment	4	45	6	13.1	O (Optional)
H/505/0764	Numeracy Knowledge and Understanding	5	40	15	13.1	O (Optional)

3.2. Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
601/2324/2	Gateway Qualifications Level 3 Award in Education and Training	No
601/2444/1	Gateway Qualifications Level 4 Certificate in Education and Training*	Yes
601/2445/3	Gateway Qualifications Level 5 Diploma in Education and Training*	Yes

3.3. Links to other qualifications

The qualifications allow learners to progress into employment as teachers/trainers, as well as to the following qualifications:

- Level 3 Award in Education to the Level 4 Certificate in Education and Training
- Level 4 Certificate in Education and Training to the Level 5 Diploma in Education and Training.
- Level 5 Diploma in Teaching Disabled Learners
- Level 5 Diploma in Teaching English: ESOL
- Level 5 Diploma in Teaching English: Literacy and Functional English
- Level 5 Diploma in Teaching English: Literacy, ESOL and Functional English
- Level 5 Diploma in Teaching Mathematics: Numeracy and Functional Mathematics.

4. Quality Assurance, Delivery and Assessment

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1. Method of assessment

The method of assessment for all three qualifications is through a portfolio of evidence. Providers must ensure that they adhere to the assessment requirements as set out in the following document: [Guidance for Qualifications in Education and Training November 2016](#).

For the **Level 4 Certificate** and **Level 5 Diploma in Education and Training** there are additional assessment requirements which include mandatory observation of practice.

Assessed observations of practice are a vital component of these levels of the Education and Training suite of qualifications. For further guidance including the required standard of practice for the assessed observations please refer to the LSIS guidance document: ***Assessed observations of practice within the Education and Training suite of qualifications*** available on the Gateway Qualifications website or via the following link:

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

Simulation of teaching (micro-teaching) is not permitted for these qualifications.

Level 4 Certificate in Education and Training

There is a requirement for a minimum of 30 hours of practice for this qualification with a minimum of 3 assessed observations.

There is no requirement to evidence working with groups of learners to achieve this qualification unless the units undertaken specify that purpose. However, where trainee teachers are working solely with individuals, a programme may also include support and preparation for working with groups.

Level 5 Diploma in Education and Training

There is a requirement for a minimum of 100 hours teaching/training practice for this qualification.

There is also a requirement for a minimum of eight teaching/training practice observations, which must reach the required standard of practice set out in the [Guidance for Qualifications in Education and Training November 2016](#).

4.2. Assessment Materials

There are no specific assessment materials provided for this qualification.

4.3. Qualification-Specific Centre Requirements

Centres should use teaching/training resources that are in keeping with good practice in the further education and training sector. Centres must ensure that learners have access to adequate appropriate learning resources e.g. texts, ICT, learning technology etc.

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

4.4. Qualification-Specific Tutor/Assessor Requirements

Centres must comply with the tutor/assessor requirements within the [Guidance for Qualifications in Education and Training November 2016](#). See extracts below:

Level 3 Award in Education and Training and Level 4 Certificate in Education and Training

All those delivering units and/or observing and assessing practice for the AET should have all of the following:

- a teaching or training qualification
- evidence of relevant teaching experience in an education or 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 L&D units. Information about these is provided in **Annex 8** of the [Guidance for Qualifications in Education and Training November 2016](#).

Level 5 Diploma in Education and Training

It is recommended that all those delivering units and/or observing and assessing practice for the Level 5 Diploma in Education and Training have all of the following:

- a teaching qualification equivalent to Level 5 or above
- evidence of teaching experience in an education and training context
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes and are engaged in further studies at Level 7.

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

4.5. Qualification-Specific Quality Assurance Requirements

Direct claims status is not available for these qualifications. Centres should undertake internal quality assurance; external quality assurance will be provided by Gateway Qualifications.

Centres must comply with the requirements set out in **Annex 8: Assessment and quality assurance strategy for the delivery and assessment of Learning & Development units** within the [Guidance for Qualifications in Education and Training November 2016](#).

Providers should ensure that the outcomes of assessments of observational practice are valid and reliable. These should provide developmental feedback to trainees to enable them to identify what they are doing well and to highlight what improvements could be made in future delivery. Feedback should reference the appropriate sections of the Common Inspection Framework to determine that towards the end of the period of training the learner is consistent and secure in their practice and familiar with the required standards.

Effective practice demands that the majority of observations are conducted “live” so that the observer can make rounded judgements not just about delivery but also on learners’ responses and outcomes and how the dynamics of teaching and learning evolve. Those training providers that use remote observation for assessment purposes should note that a balance of in-person and remote observation is recommended, and only then if Gateway Qualifications is satisfied that the remote observation is robust.

Remote observation can be helpful when it is utilised as part of a professional discussion, but the sole use of remote observation techniques involving video or digital recording, does not provide sufficient scope and should be avoided.

5. What to do Next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).



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