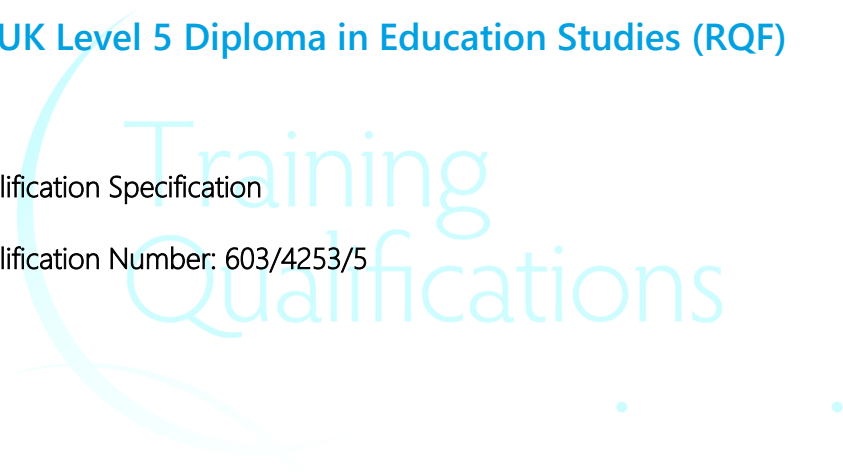




TQUK Level 5 Diploma in Education Studies (RQF)

Qualification Specification

Qualification Number: 603/4253/5





Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the qualification specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org.

Qualification specifications can be found also be found on our website www.tquk.org.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed, TQUK should be notified. TQUK is required to monitor a centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a recognised TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 5 Diploma in Education Studies (RQF) is regulated by Ofqual.

The qualification was developed in association with MKNCC.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding of education and other topics relevant to educational contexts. Areas covered include:

1. Contemporary perspectives on education;
2. Statutory guidance, legislation and policy for schools in the UK and internationally;
3. Understanding education on a global scale
4. Meeting diverse needs and protecting learners;
5. Theories of learning and development and the role of inclusion
6. Different research methodologies for educational research in the classroom context

Entry Requirements

There are no specific entry requirements however learners should have:

- A minimum core of literacy, language, numeracy and ICT.
- Reading and communication skills should be adequate to meet the requirements of the training.
- Hold a relevant qualification at a level above that of their learners; ideally at least Level 3 in their area of specialism.

The qualification is suitable for learners of 18 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

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

Level 5 Diploma in Teaching Disabled Learners

Structure

Learners must achieve 120 credits from 4 mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Contemporary issues and debates in education	J/617/5038	5	75	30
Education, globalisation and international development	L/617/5039	5	75	30
Inclusion and special educational needs	F/617/5040	5	75	30
Exploring methodologies in education research	J/617/5041	5	75	30

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 300 hours.

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 900 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 1200 hours.

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'Understand') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence,

Achievement of the qualification includes demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'Be able to'). Portfolio evidence must include observation of learner performance in real work situations. Details of specific requirements and where simulation is /is not permitted is included in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a recognised centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Assessor Requirements

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

External Quality Assurance

External Quality assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical visits and remote reviews.

Useful Websites

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS)

<https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales



Title:		Contemporary issues and debates in education	
Unit reference number:		J/617/5038	
Level:		5	
Credit value:		30	
Guided learning hours:		75	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand key issues and debates in contemporary education.	1.1	Discuss contemporary issues in education research to include: <ul style="list-style-type: none"> • School effectiveness, • Educational inequality, • Segregation versus inclusion.
		1.2	Analyse key developments, innovations and debates in education.
		1.3	Analyse core areas of policy within educational settings, and how they have developed over time.
		1.4	Discuss how teaching practitioners' personal experience and education can influence their attitudes towards contemporary teaching issues.
2.	Understand and key theoretical perspectives on inequality in education.	2.1	Analyse the role of equality and life chances in education.
		2.2	Evaluate the different perspectives on inequality in education and how these can drive forward changes in practice
3.	Understand how to work professionally around contemporary issues, debates, and disputes in education.	3.1	Evaluate evidence and arguments related to contemporary debates in education.
		3.2	Evaluate the impact of those debates in relation to educational contexts.
		3.3	Evaluate the work of one's peers.
		3.4	Describe how to respond rationally and developmentally to critiques of one's own work.

Assessment requirements:

2.1 Equality can be defined within the parameters of aspects such as: Age, gender, sexual orientation, social class, ethnicity, cultural background/ identity, household income, poverty, religious background, disability, learning difficulties. Life chances should include access to education and provision at a local/national level.

3.3 Learners are required to offer written constructive feedback on one other learner's work identifying areas of strength and areas for improvement in relation to the chosen issue.



Title:		Education, globalisation and international development	
Unit reference number:		L/617/5039	
Level:		5	
Credit value:		30	
Guided learning hours:		75	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the various elements of a country's education system.	1.1	Evaluate key elements that form part of a country's education system, using an ecological systems framework.
		1.2	Analyse the economic and socio-political factors that influence education systems.
2.	Understand the impact of global contexts on education.	2.1	Evaluate the global context of education.
		2.2	Analyse the impact of globalisation in different educational contexts .
		2.3	Analyse how UNESCO goals and international data can shape educational development, including: <ul style="list-style-type: none"> • the impact of globalisation, and • sustainable development.
3.	Understand the implications of globalisation for teaching and learning.	3.1	Evaluate a variety of classroom-based strategies for integrating an international dimension into teaching and learning.
		3.2	Evaluate the complexity of teaching and learning practices within culturally diverse classroom settings.
Assessment requirements:			
2.2 Different educational contexts should include both formal and informal learning in the home, school and classroom context.			

Title:		Inclusion and special educational needs	
Unit reference number:		F/617/5040	
Level:		5	
Credit value:		30	
Guided learning hours:		75	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand conceptual issues and debates around inclusion and special educational needs.	1.1	Analyse different concepts and theoretical perspectives on special educational needs.
		1.2	Analyse the different principles of inclusion in education and the values that they represent.
2.	Understand legislation and policy around inclusion and special educational needs.	2.1	Analyse key legislation and policy relating to special educational needs.
		2.2	Evaluate the role of multi-agency approaches to meeting the needs of children with additional learning needs.
		2.3	Analyse particular themes in special education policy and their application to teaching and learning.
		2.4	Evaluate how effective current legislation and guidelines are in meeting special educational needs.
3.	Understand a range of special educational needs and how they can best be met.	3.1	Describe approaches and strategies which could be used to meet the requirements of children with additional needs.
		3.2	Analyse a range of special educational needs that a practitioner may encounter and review the potential effects on children's engagement.
		3.3	Evaluate the theories associated with special educational needs and how these influence learning and teaching in the classroom.
Assessment requirements:			
1.1 Learners are expected to establish the body of research and current perspectives of special educational needs (SEN). Concepts and perspectives should include Behavioural, Cognitive, Developmental and Interactionist approaches.			

Title:		Exploring methodologies in educational research	
Unit reference number:		J/617/5041	
Level:		5	
Credit value:		30	
Guided learning hours:		75	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand a range of educational research and data analysis methods.	1.1	Evaluate a range of research methods, designs and data collection techniques for research in education
		1.2	Evaluate a range of qualitative and quantitative data analysis techniques and methods
2.	Understand issues associated with using research and systematic investigation.	2.1	Identify an area for a piece of educational research that builds upon prior research evidence and theory.
		2.2	Evaluate the importance of ethical practice when undertaking research in a school setting.
		2.3	Evaluate key literature.
3.	Understand how to write up, report and disseminate a piece of educational research.	3.1	Describe how to select, apply and justify research methods and evidence.
		3.2	Describe how to design and effectively report the results of educational research.
		3.3	Analyse different methods for the dissemination of research within an educational context.
		3.4	Describe how to design a piece of research, using appropriate methods of data collection and analysis.
Assessment requirements:			
1.1 Learners are required to research, analyse and evaluate the ways in which educational research is conducted. This should include both quantitative and qualitative approaches incorporating scales, standardised tests, interviews, case studies, and observations.			

Centre Devised Assessment (CDA) guidance

This qualification is a level 5, knowledge based qualification. This means that learners will be expected to be able to operate in line with the following range of command verbs:

Analyse	Describe
Evaluate	Explain
Identify	

When designing assessments for learners on these qualifications, assessors should consider the opportunity for depth and breadth of knowledge allowed by their assessment tasks. When reviewing centre devised assessments, TQUK will make a judgement on the sufficiency of these aspects.

TQUK does not require centres to devise an assessment task for every assessment criteria included within a unit. We recognise the need to balance breadth and depth with burden, and the avoidance of over-assessing. It is acceptable for one assessment item to cover content from two or more assessment criteria, across one or more units, providing mapping documentation is provided which allows the Quality Team to clearly see that all assessment criteria are covered at the point of sign off. Centres are welcome to select and use their own combinations of command verbs in order to assess learners.

We believe in offering this greater degree of flexibility to our centres, which are free to tailor assessments as they see fit. This does, however, come with a requirement for TQUK to review and authorise all CDAs before use to ensure that they present sufficient opportunity for learners to demonstrate competence and maintain comparability for the qualifications as a whole. This process is designed to ensure that inadequacies in assessments are picked up before EQA stage and before learners have sat their assessments.

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

Further help and assistance can be sought from our Client relationship Officer or Quality Team who can be contacted on 03333 58 3344 or at quality@tqk.org.