# Qualification Specification

**NCFE Level 5 Diploma in Teaching (Further Education and Skills)**
**QN: 610/3777/1**

# Summary of changes

This summarises the changes to this Qualification Specification.

This document summarises the changes to this Qualification Specification since the last version (Version 1.1 April 2024). Please check the NCFE website for the most recent version.

| Version | Publication date | Summary of amendments |
|---------|------------------|------------------------|
| v1.0 | April 2024 | First publication |
| v1.1 | April 2024 | Removed references to real work environment (RWE). Removed unnecessary assessment requirements. Removed references to the Minimum Core. Updated guidance for Unit 1, Unit 4, Unit 5, Unit 8 and Unit 11. Amended Unit 2 AC5.2 to also include adults. |
| v1.2 | July 2024 | Amended LO and AC wording in Unit 12 LO3, LO4 and LO5. Removed LO6 in Unit 12. |

## Qualification summary

| Qualification title | NCFE Level 5 Diploma in Teaching (Further Education and Skills) | | |
|---|---|---|---|
| Ofqual qualification number (QN) | 610/3777/1 | Aim reference | 61037771 |
| Guided learning hours (GLH) | 430 | Total qualification time (TQT) | 1200 |
| Credit value | 120 | | |
| Minimum age | 19 | | |
| Qualification purpose | This qualification is designed to provide trainee teachers with the knowledge and skills to teach in a range of contexts.<br><br>It has been developed for those intending to work in the post-16 further education and training sector. | | |
| Grading | Achieved/not yet achieved | | |
| Assessment method | Internally assessed and externally quality assured portfolio of evidence.<br><br>This qualification must be assessed in line with the Education and Training Foundation's framework for teaching in further education. | | |
| Work/industry placement experience | This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification before certification. | | |
| Apprenticeship standards | This qualification mirrors the outcomes within the Learning and Skills Teacher occupational standard (ST0149). | | |
| UCAS | Please refer to the UCAS website for further details of points allocation and the most up-to-date information. | | |
| Performance points | Please check with the Department for Education (DfE) for the most up-to-date information, should there be any changes. | | |
| Regulation information | This is a regulated qualification. The regulated number for this qualification is 610/3777/1. | | |
| Funding | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider. | | |

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# Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

## Aims and objectives

This qualification aims to:

- focus on the study of teaching in further education
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objective of this qualification is to:

- confirm occupational competence in a teaching role within the workplace

This qualification prepares trainee teachers to teach in a range of contexts. There is a significant practice requirement as this qualification will assess, and provide evidence of, competence when undertaking teaching and/or training responsibilities.

It can meet the needs of a range of trainee teachers, including:

- individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification
- individuals who are currently teaching and training (including those who have just begun teaching and training) who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification
- individuals who are currently working as assessors and who wish to achieve a teaching qualification

## Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

## Guidance for entry and registration

This qualification is designed for those intending to work in the post-16 education and training sector.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements. Learners should have achieved level 2 in mathematics and English prior to undertaking this qualification. A level of competence in digital skills is also required.

Learners are not required to have achieved a Level 3 Award in Teaching or a Level 4 Certificate in Teaching before undertaking a Level 5 Diploma in Teaching. However, some learners may already have completed one or both of these qualifications. This is a level 5 qualification and therefore learners need to demonstrate an ability to study at level 5.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **all 5 units/90 credits from the mandatory** units and **at least 3 units/30 credits from the 7 optional** units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

## Progression including job roles

Learners who achieve this qualification could progress to the following:

- employment:
  - as a tutor within:
    - further education colleges
    - adult and community education providers
    - offender education
    - work-based learning providers
    - the third/voluntary sector
    - independent training organisations
- higher education

## Staffing requirements

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification. Those who are delivering, assessing or quality assuring specialist optional units must also be suitably qualified in those areas (for example, English, mathematics, English for speakers of other languages (ESOL)).

Centres must provide sufficient numbers of suitably experienced assessors and internal quality assurers (IQAs) to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

Please contact our quality assurance team should you want to clarify a member of staff's suitability.

The mentoring and local support arrangements must be robust. All learners should have the support of two staff at their placement in addition to the support of their course tutor. The first is the subject specialist and they must be competent at teaching in the learner's subject area. This enables the provision of subject-specific support. This staff member must have time to support the learner (recommended 30 minutes per week) and additionally time to engage in assessment, particularly of the subject-specific element, refer to the reflective log within unit 04.

There is also a local pastoral support mentor for more general areas of advice and support. This mentor may support more than one learner in the placement. Again, this mentor must have sufficient time to support learners (recommended 30 minutes per learner per week). This mentor would be expected to liaise with the centre re ongoing learner progress reports. Where the placement is small and resources are insufficient, the mentoring role can be undertaken by a member of centre staff providing that sufficient additional time is allocated to this role.

All centres offering the qualification are required to provide adequate training to all placement mentors/subject specialists to ensure they are suitably trained to meet the needs of learners.

## Resource requirements

To assist in the delivery of this qualification, learners should have access to the following mandatory resources:

- appropriate IT and research facilities, including relevant trade publications and educational journals
- appropriately resourced teaching rooms and facilities
- a range of individuals and groups as needed to enable them to evidence their teaching practice requirements

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- the Education and Training Foundation framework
- further education and skills inspection handbook

## Work/industry placement experience

This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification before certification.

## Placement

The minimum required placement hours are **250 hours**. This must include:

- at least 150 hours of teaching practice, of these:
  - at least 100 hours must be in the learner's subject area
  - a minimum of 20 hours of remote synchronous (live) delivery should be included, alongside a minimum of 80 hours face-to-face delivery

The balance, constituting professional practice, includes activities such as team meetings, planning, interviews, assessment meetings, observations, centre wide sessions (for example, continuing

professional development (CPD)). The purpose of the professional practice hours is to gain a full sense of the wider activities of a teacher on a day-to-day basis.

The placement requirement includes a minimum of two locations: the learner should gain experience in more than one teaching location. The second placement must be for at least 20 hours and ideally would be at a different centre but in extremis at a large centre, could include a different subject area and/or venue in the same centre. It should be noted that the 20 hours at the second placement are not specified as teaching hours so could be observation, CPD and other activities to give a sense of the approach within that area.

## Age ranges covered by the qualification

This qualification has been developed for those intending to work in the post-16 further education and training sector.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

• an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 5 Diploma in Teaching (Further Education and Skills).

This qualification must be assessed in line with the Education and Training Foundation's framework for teaching in further education.

The professional practice portfolio, unit 04, has specific assessment requirements:

• the learner must complete and evidence all their practice hours as stated elsewhere
• the learner must complete a portfolio of evidence relating to the placements, which is submitted to the module assessors

The Level 5 Diploma in Teaching (Further Education and Skills) is a competence-based qualification (CBQ). A CBQ may be based on National Occupational Standards (NOS) and is a job-ready qualification that requires learners to demonstrate the skills and knowledge required to work in a specific industry. A CBQ must be assessed in the workplace. For further information on the strategy, please visit the qualification's page on the NCFE website.

There must be a minimum of 10 observations to groups of at least 10 learners. This excludes any observed practice completed as part of the Level 3 Award in Education and Training or previous relevant qualifications. Any single observation must be a minimum of 45 minutes. Up to two observations may be of live remote delivery, one other session may be observed remotely but the arrangements must be

made for prompt feedback and discussion. The observations should be conducted by the centre tutor and/or the subject specialist/placement mentor.

The tutor should provide an observation report to be included in the professional portfolio stating (if appropriate) that the learner has met the knowledge, skills and behaviours relating to teaching practice. This assessment will be confirmed via the final professional discussion element of the assessment of the professional practice portfolio unit (unit 04).

Observations should be appropriately spaced throughout the whole programme and take into account a learner's progress. Centres should refer to Ofsted's further education and skills inspection handbook to help them to make a judgement about whether a learner has met the required standard of practice in an observation.

Although recorded sessions are not suitable for formal observations, as a learning tool they can be encouraged. Applications may include:

- to enable learners to see themselves teaching for self-reflection
- a learner recording a session to show their application of a particular theory or technique
- to demonstrate a learner's ability to reflect on performance

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

All the evidence generated by the learner will be assessed against the standards expected of a level 5 learner for each LO.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must sign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on the NCFE website.

Please refer to the Education and Training Foundation's guidance for qualifications in education and training for further information. This can be found on the qualification's page on the NCFE website.

Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification

## Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

## Unit 01 Teaching my subject (M/651/0308)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to develop learners' knowledge, professional practice and skills in relation to teaching in a specialist area. The specialist area may be a vocational or subject area. The unit considers the philosophical and curriculum issues relating to education and teaching. It explores key qualifications, pedagogic content and curriculum development, which can enhance and sustain the learner's specialist area and progression. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed and externally quality assured. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 5** | **15 credits** | **50 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand the aims and philosophy of teaching in a specialist area | 1.1 Explain key aims of education and teaching in own specialist area |
| | 1.2 Analyse philosophical issues relating to education and teaching in own specialist area |
| | 1.3 Summarise wider/prerequisite knowledge required prior to teaching |
| | 1.4 Describe progression opportunities in relation to own subject area for learners |
| 2. Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area | 2.1 Describe the aims and structure of key qualifications in own specialist area |
| | 2.2 Describe the aims and structure of learning programmes in own specialist area |
| 3. Understand curriculum development and pedagogic content knowledge | 3.1 Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of **key/significant curriculum issues** to consider principles of designing, planning and organising curriculum |
| 4. Understand how to evaluate, improve and update own knowledge and skills in a specialist area | 4.1 **Review** ways to access personal and professional development to ensure and maintain subject expertise and sector-specific currency |
| | 4.2 Identify own strengths and areas for **improvement** in relation to practice in a specialist area |
| | 4.3 Identify opportunities to improve and update own knowledge and skills in a specialist area |
| 5. Be able to practice sustainability in own area | 5.1 Demonstrate sustainable ways of working in a specialist area |
| | 5.2 Summarise government initiatives designed to promote sustainability in schools and colleges |

| Range |
|---|
| **3.** Understand curriculum development and pedagogic content knowledge |
| **3.1 Key/significant curriculum issues** could include but are not limited to:<br><br>• English and mathematics coverage and contextualisation<br>• the role of new and emerging technologies<br>• threshold concepts and troublesome areas/knowledge to teach |

| Range |
|---|
| **4.** Understand how to evaluate, improve and update own knowledge and skills in a specialist area |

**4.1 Review**:

The learner must complete a skills matrix/skills audit.

**4.2 Improvement**:

Improvements to planning could include:

- tutor/mentor support
- planning models
- internal quality assurance feedback
- time management
- contribution to team projects/planning tasks
- identification of online learning resources
- strategies for quality improvement

Improvement to delivering inclusive teaching and learning could include:

- use of technology to support and enhance teaching and learning
- peer teaching
- observation of experienced teachers
- mentoring/coaching support from advanced practitioners

Improvements to assessing practices could include:

- continuing professional development (CPD) to update occupational competence including strengths, weaknesses, opportunities and threats (SWOT) analysis
- completion of recognised assessor qualification
- attendance to awarding body webinars and training events
- internal quality assurance/external quality assurance feedback
- updating knowledge of assessment guidance within Qualification Specification
- participation in standardisation events with colleagues and experienced teachers/trainers
- professional development plan

Evidence must include:

- scheme of work (produced by learner)
- teaching and learning plans

| Range |
| --- |
| Evidence could include:<br><br>• assignment<br>• learner report<br>• individual or small group presentation<br>• research project<br>• professional discussion<br>• teaching portfolio evidence, such as:<br>    ○ sample of resources (used in own teaching practice)<br>    ○ sample diagnostic, formative, summative assessment activities<br>    ○ learner trackers<br>    ○ records of achievement<br>• records of internal/external quality assurance<br>• personal reflective diary/log<br>• observations of teaching practice |

| Delivery and assessment guidance |
| --- |
| Evidence must include observation of teaching practice.<br><br>AC5.1<br>Learners could consider sustainability implications and engagement with the sustainability development goals in the NCFE early years sustainability resource. The linked resource has been developed by NCFE to raise awareness of sustainability for young children with direct links made to the 17 Sustainable Development Goals. Although a younger learner age bracket, this could be used as a starting point within independent research or to support a comparison. Learners may also consider goal 4 (quality education) of the UNICEF sustainable development goals. This could also include sustainable ways of working. The Environmental Association for Universities and Colleges (EAUC) offers resources on sustainability in education and a perspective for older learners and students will find both resources useful when discussing sustainability in education with their learners. |

## Unit 02 Understand learners in the further education sector (R/651/0309)

| Unit summary |
| --- |
| The aim of this unit is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in education and teaching. It includes understanding learners' needs, backgrounds, and areas of support, investigating practice in own area of specialism, applying theories, principles and models of learning and establishing inclusive teaching and learning. |

| Assessment | | | | |
| --- | --- | --- | --- | --- |
| This unit is internally assessed and externally quality assured. | | | | |
| Mandatory | Achieved/not yet achieved | Level 5 | 15 credits | 70 GLH |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
| --- | --- |
| 1. Understand learners in the further education sector | 1.1 Describe ways to prepare learners for their transition through education, further training and into employment |
| | 1.2 Explain how to provide access to up-to-date information, advice and guidance enabling learners to take ownership of their learning and make informed progression choices |
| | 1.3 Explain factors that identify learners at risk of disengaging from learning |
| | 1.4 Explain the importance of fostering independent learners and aspiring to aim high |
| 2. Understand the role of diagnostic assessment to agree individual learning goals with learners | 2.1 Explain why it is important to identify and meet the **individual needs** of learners |
| | 2.2 Analyse the role and use of initial and diagnostic assessment to support the development of individual learning goals |
| | 2.3 Describe ways to develop learners' mathematics, English and digital abilities as well as wider employability skills |
| 3. Understand factors that influence learning | 3.1 Explain how learners' **background and experiences** can affect their needs, aspirations, wider expectations, decision-making abilities and approach to learning |
| | 3.2 Analyse the impact of different cognitive, physical and sensory abilities on learning |
| | 3.3 Describe barriers to learning and ways to overcome them including adapting teaching, learning and assessment |
| 4. Understand how to create and maintain a safe and inclusive environment | 4.1 Explain how **policies** and **regulatory frameworks** influence organisational policies relating to the range of support available for learners related to health, wellbeing, safeguarding and inclusive practice |
| | 4.2 Describe ways to **promote equality and value diversity** for effective inclusion |
| | 4.3 Analyse strategies that promote and foster a **safe and supportive learning environment** |
| 5. Understand the needs of learners with English as an additional language (EAL) | 5.1 Analyse strategies in teaching and learning for effective engagement with EAL learners |
| | 5.2 Summarise strategies for teaching and learning for young people and adults who are adapting to life in the UK |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| | 5.3 Summarise implications of trauma-informed practice for teaching and learning |
| 6. Understand the role and currency of research and evidence | 6.1 Explain ways in which **theories, principles and models of learning** can be applied to teaching, learning and assessment for all learners |
| | 6.2 Analyse the application of **pedagogical theory** in a chosen area of specialism and how to apply this theory to practice |
| | 6.3 Analyse **models of learning preferences** |
| | 6.4 Describe the impact of neuroscience for effective planning, teaching, delivery and assessment |
| | 6.5 Explain how evidence-informed inclusive teaching, learning and assessment strategies enable inclusive teaching, learning and assessment |
| | 6.6 Explain ways in which **theories, principles and models of communication** can be applied to teaching, learning and assessment |
| | 6.7 Explain ways in which **theories and models of assessment** can be applied when assessing learning |
| | 6.8 Explain ways in which **theories and models of curriculum development** can be applied when developing curricula |
| 7. Understand theories and models for reflection | 7.1 Describe **theories and models of reflection** to evaluate the effectiveness of teacher practice in planning |
| | 7.2 Explain how teachers can develop and update knowledge in own area of specialism, taking account of new practices, research and/or industry requirements |
| | 7.3 Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-based practice |

| Range |
|---|
| **2.** Understand the role of diagnostic assessment to agree individual learning goals with learners |
| **2.1 Individual needs**:<br><br>Meeting individual needs could include:<br><br>• personalised feedback<br>• assessment for learning<br>• formative assessment to check and correct<br>• methods for creating and adapting inclusive learning resources |
| **3.** Understand factors that influence learning |
| **3.1 Background and experiences** could include but are not limited to:<br><br>• socio-economic<br>• cultural and personal background<br>• work history<br>• adverse childhood experiences<br>• educational achievement and experiences |

| Range |
|---|
| **4.** Understand how to create and maintain a safe and inclusive environment |

**4.1 Policies** could include but are not limited to:

- safeguarding and the Prevent duty
- Data Protection Act 2018 (especially with the need to be able to communicate virtually)
- teaching, learning and assessment
- continuing professional development (CPD)
- additional learning support provision
- e-safety and acceptable use of IT
- assessment
- malpractice and maladministration
- health and safety

**4.1 Regulatory frameworks** could include but are not limited to:

- Office for Standards in Education, Children's Services and Skills (Ofsted)
- Office for Students (OfS)
- Institute for Apprenticeships and Technical Education (IfATE)
- Department for Education (DfE)
- Office of Qualifications and Examinations Regulation (Ofqual)

**4.2 Promote equality and value diversity**:

Ways to promote equality and value diversity could include but are not limited to:

- flexibility in approaches, including the use of technology to deliver online and face-to-face teaching sessions
- actively engaging all learners in face-to-face and online teaching sessions
- empowering learners
- modelling expected behaviours
- challenging stereotypes
- swift response to challenging behaviours and discrimination
- promotion of equality and diversity in line with current legislation such as safeguarding
- adapting teaching and learning approaches to take into account individual needs
- innovative use of technology to engage learners
- use of peer teaching and peer assessment

**4.3 Safe and supportive learning environment** could include but is not limited to:

- communicating key government policy to learners, parents and others involved in the learning journey (for example, workplace staff)
- legal requirements
- current policies such as safeguarding and the Prevent duty
- organisational policies and procedures
- modelling of expected behaviours
- physical environment:
  - risk assessment including checks to equipment, ventilation, lighting, layout
- face-to-face and online/remote learning environments:
  - modelling of effective practice in relation to safeguarding, equality and diversity

| Range |
| --- |
| **6.** Understand the role and currency of research and evidence |

**6.1 Theories, principles and models of learning** could include but are not limited to:

- learning theory such as:
  - andragogy
  - behaviourism (Skinner, Pavlov)
  - learner-based models (Dewey, Rogers)
  - psychological constructivism (Piaget)
  - social constructivism (Bruner, Vygotsky)
  - scaffolding learning (Bruner, Vygotsky)
  - mastery learning (Bloom)
  - skills development (Gagne)
  - situated learning approaches (Lave, Wenger)
  - formal versus non-formal learning (Eraut)
  - experiential learning (Kolb)
  - multiple intelligences (Gardner)
  - humanist approaches (Maslow, Rogers)
  - motivation theory (Herzberg, McGregor, Maslow)
  - social learning theory (Bandura)
  - competency-based models

- technology-based approaches to teaching and learning such as:
  - connectivism (Siemens)
  - substitution, augmentation, modification and redefinition (SAMR) model (Puentedura)
  - technological, pedagogical and content knowledge (TPACK) (Mishra and Koehler)

**6.2 Pedagogical theory** could include but is not limited to:

- active engagement in online/remote learning
- blended learning
- theories of specialist knowledge
- experiential learning
- taxonomy of learning
- scaffolded learning
- multi-sensory models

**6.3 Models of learning preferences** could include but are not limited to:

- Honey and Mumford
- Kolb
- Kirschner
- visual, auditory, reading/writing and kinesthetic (VARK)
- Gardner's multiple intelligences
- Coffield et al, critique of learning styles

**6.6 Theories, principles and models of communication** could include but are not limited to:

- stages of development (Piaget)
- transactional analysis (Berne)

| Range |
| --- |
| • Johari Window model<br>• Shannon and Weaver model<br>• simple measure of gobbledygook (SMOG) readability measurement<br>• distance/remote learning communication channels<br><br>Models of communication need to be applied in both face-to-face and online settings.<br><br>**6.7 Theories and models of assessment** could include but are not limited to:<br><br>• stages of assessment (screening, initial, diagnostic, formative, summative)<br>• forms of assessment (peer, self, criteria referenced, normative referenced)<br>• assessment for learning, assessment as learning and assessment of learning (Black and Wiliam)<br>• methods of assessment<br>• formal and informal assessment<br>• valid, authentic, reliable, current, sufficient (VARCS)<br>• e-assessment and e-portfolios<br>• 2-way feedback/360-degree feedback<br>• holistic assessment<br><br>**6.8 Theories and models of curriculum development** could include but are not limited to:<br><br>• theories and principles:<br>   o humanist, behaviourist, cognitive<br>   o mastery (for example, Bloom)<br>   o curriculum models (for example, subject based process model, objectives-based model, expressive model, problem-centred model)<br>   o employability<br>   o subject, learner or problem-centred<br><br>• models:<br>   o national and local economic policy<br>   o national curriculum<br>   o 14 to 19 curriculum<br>   o apprenticeships<br>   o T Levels<br>   o sector skills councils<br>   o modular, unit-based, end-loaded, holistic assessment opportunities<br>   o distance learning<br>   o blended learning<br>   o alternative provisions |
| **7.** Understand theories and models for reflection |
| **7.1 Theories and models of reflection** could include but are not limited to:<br><br>• reflective cycle (Gibbs)<br>• learning/reflective cycle (Kolb)<br>• reflection in action and reflection on action (Schon)<br>• reflective thought (Dewey)<br>• plan, do, review (Greenaway) |

# Unit 03 The role of teachers and teaching (A/651/0310)

| Unit summary | | | | |
|---|---|---|---|---|
| The purpose of this unit is to understand what makes a good teacher, identifying sources of support and sharing best practice with others. It also provides the learner with knowledge and understanding of teacher expectations, classroom management, curriculum development and the importance of communication. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed and externally quality assured. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 5** | **15 credits** | **60 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand the role of the class teacher | 1.1 Explain the teaching **role and responsibilities** and how these may be influenced by legal, regulatory, institutional and ethical contexts to make an effective teacher |
| | 1.2 Analyse the relationships and boundaries between the teaching role and other professional roles |
| | 1.3 Describe points of referral to meet the needs of learners |
| | 1.4 Explain the importance of role modelling and mentoring to share best practice and enable teachers to learn from each other |
| | 1.5 Summarise the role of the learning support assistant for improved person-centred practice |
| | 1.6 Identify sources of support to engage and motivate learners |
| | 1.7 Outline strategies to engage and challenge all learners |
| 2. Understand strategies to support effective teaching and learning in the classroom | 2.1 Explain potential factors contributing to behaviours in a learning environment |
| | 2.2 Summarise ways to encourage behaviours that contribute to a purposeful learning environment |
| | 2.3 Identify points of referral available to meet individual learning |
| | 2.4 Analyse strategies for effective liaison between professionals involved in inclusive practice |
| | 2.5 Evaluate the effectiveness of specific resources in teaching and learning and support needs |
| | 2.6 Explain why it is important to promote **appropriate behaviour** and respect for others |
| 3. Be able to devise a rigorous curriculum in accordance with internal and external requirements | 3.1 Plan a **scheme of work** in accordance with **internal and external requirements** enabling a rigorous curriculum |
| | 3.2 Create **teaching and learning plans** |
| 4. Understand the role of communication for effective teaching and learning | 4.1 Explain how **effective communication** with **others** meets **learning needs** |
| | 4.2 Analyse techniques to develop collaborative relationships with others |
| | 4.3 Outline coaching and mentoring principles and techniques for effective teaching and learning |

| Range |
|---|
| **1.** Understand the role of the class teacher |
| **1.1 Role and responsibilities**:<br><br>Learners must analyse their own role and the responsibilities of their role within an education and training setting.<br><br>Responsibilities could include:<br><br>• maintaining occupational competence<br>• identifying learner needs<br>• planning, tracking and monitoring learner progress<br>• establishing and maintaining safe and appropriate learning environment<br>• negotiating ground rules, promoting positive behaviour<br>• adhering to legislation, promoting organisation policies and procedures<br>• communication and work with others<br>• recruitment and marketing |
| **2.** Understand strategies to support effective teaching and learning in the classroom |
| **2.6 Appropriate behaviour** in regard to:<br><br>• establishing standards<br>• in line with safeguarding and Prevent duty<br>• policies and procedures<br>• modelling of expected behaviours<br>• group rules/code of conduct |
| **3.** Be able to devise a rigorous curriculum in accordance with internal and external requirements |
| **3.1 Scheme of work**:<br><br>Utilising centre-devised documentation and templates.<br><br>**3.1 Internal and external requirements**:<br><br>The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks.<br><br>Internal requirements could include but are not limited to:<br><br>• delivery model (face-to-face and online)<br>• embedding of English, mathematics and digital skills<br>• current educational government initiatives such as safeguarding and Prevent duty<br><br>External requirements could include but are not limited to:<br><br>• vocational standards for T Level and apprenticeship programmes<br>• proportion of content that can be taught online/face-to-face<br>• inspection requirements such as Ofsted and awarding organisations |

| Range |
| --- |
| **3.2 Teaching and learning plans** that: <br><br> • meet the individual goals and needs of all learners through a person-centred face-to-face approach <br> • meet the requirements of the curricula <br> • provide for an agile curriculum that is adaptive to the needs of all children and demonstrate individualised support for learners including those with special educational needs and disabilities (SEND) <br> • provide for learners with mental health needs <br> • provide opportunity for remote delivery of assessment and feedback <br> • provide for English, mathematics and digital skills to be embedded in resources that are responsive to their individual learning need |
| **4.** Understand the role of communication for effective teaching and learning |
| **4.1 Effective communication**: <br><br> Communication with learners to meet individual needs could include but is not limited to: <br><br> • awareness of how to communicate in online platforms, (for example, to remain on mute, raise hand) <br> • use of appropriate language and level <br> • two-way communication to encourage ownership <br> • acknowledge learner contributions <br> • impact of body language <br> • modelling expected behaviours <br><br> Communication with learning professionals could include but is not limited to: <br><br> • awareness of how to communicate in online platforms, (for example, to remain on mute, raise hand) <br> • discussions with colleagues, specialists, programme leaders, employers, work placement, mentors, specialist training providers, support agencies, tutors, parents/guardians <br> • professionalism <br><br> Communication explanations could include but are not limited to: <br><br> • identification and removal of barriers to communication <br> • communication as a two-way process to empower the learner <br> • the use and development of subject-specific language <br><br> **4.1 Others** could include but is not limited to: <br><br> • communicating with parents and carers, employers and work-based learning mentors (staff) <br> • negotiating industry placements <br> • communication techniques and how to adapt these for different audiences, including leading difficult conversations <br><br> **4.1 Learning needs** could include but are not limited to: <br><br> • individual learning needs |

| Range |
|---|
| • building independence |
| • supporting the development of metacognition |
| • person-centred approaches |

| Delivery and assessment guidance |
|---|
| AC3.1 and AC3.2 <br><br> A minimum of 10 session plans are required. |

## Unit 04 Professional practice portfolio (D/651/0311)

| Unit summary |
|---|
| This unit explores and records the professional skills required for the role of the teacher in further education. It is recommended that this unit is undertaken as a longitudinal unit to allow for competence over time. The unit, broken down into three areas, will require competence in teaching practice, being a professional and the further education and skills sector. See placement requirements from section 1. |

| Assessment |
|---|
| This unit is internally assessed and externally quality assured. |

| Mandatory | Achieved/not yet achieved | Level 5 | 30 credits | 70 GLH |
|---|---|---|---|---|

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| **Part A: teaching practice** | |
| 1. Be able to deliver a micro teach session | 1.1 Plan, deliver and evaluate a micro teach session for peers |
| | 1.2 Give constructive feedback to peers during micro teach sessions |
| | 1.3 Reflect on peer feedback and own learning following micro teach sessions |
| 2. Be able to prepare for placement as a teacher in further education | 2.1 Summarise induction requirements |
| | 2.2 Identify responsibilities in line with policies and procedures |
| | 2.3 Negotiate a schedule of attendance and teaching responsibilities with mentor (the schedule to include topic, group and duration) |
| | 2.4 Develop a reflective placement log |
| 3. Be able to reflect on observed teaching sessions | 3.1 Agree observation opportunities with teachers in placement |
| | 3.2 Reflect on skills and techniques used in the observed sessions with suggestions for own practice |
| | 3.3 Develop own learning and readiness to teach alongside a teacher with mentor |
| 4. Be able to co-teach | 4.1 Collaborate with a teacher to plan a series of co-teaching experiences |
| | 4.2 Develop a feedback form for learners to complete at the end of the co-teaching sessions |
| | 4.3 Reflect on **feedback** from teacher and learners following co-teaching sessions |
| | 4.4 Summarise own learning from co-teaching to discuss ways to improve own practice with mentor |
| | 4.5 Develop own learning and readiness to independently teach a class with mentor, including how the teacher identifies, considers and takes steps to **minimise the impact of barriers to learning** |
| 5. Be able to teach independently | 5.1 Implement a schedule of **session plans** from an agreed scheme of work to support an agreed teaching and learning schedule to engage all learners |
| | 5.2 **Plan, lead and evaluate** teaching sessions |
| | 5.3 Identify and set outcomes to enable each learner to achieve or exceed targets, encouraging learners to set their own challenging goals |
| | 5.4 Demonstrate resilience and adaptability when dealing with challenge and change, maintaining focus and self-control |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| **Part B: being a professional** | |
| 6. Be able to demonstrate the role and responsibilities of a professional teacher in further education | 6.1 Implement own skills analysis with an **action plan** to show developing competence and alignment with occupational standards for professional status |
| | 6.2 Reflect on own progress using placement log and any areas that require strengthening with a clear action plan |
| | 6.3 Collaborate with mentor to discuss action plan, and agree and record next steps |
| | 6.4 Develop a personal development plan (PDP) and identify professional development opportunities to support own action plan |
| | 6.5 Apply subject and pedagogic research into teaching activity to enhance teaching and support changes or practice |
| | 6.6 Summarise own teaching and learning experience demonstrating role and responsibilities in line with policies and procedures to show how **equality and diversity** is promoted in practice |
| | 6.7 Summarise own teaching and learning experience demonstrating role and responsibilities in line with policies and procedures to show how sustainable development is promoted in practice |
| | 6.8 Explain how collaborative efforts with colleagues have influenced or enhanced professional practices using examples |
| | 6.9 Reflect on own increasing competence as a professional teacher and what this means with your mentor |
| **Part C: the further education and skills sector** | |
| 7. Be able to apply understanding of further education and skills sector provision | 7.1 Reflect on own practice to offer an **overview of further education and skills sector provision** |
| | 7.2 Reflect on own knowledge and understanding of further education and skills sector provision to discuss any implications for practice |
| | 7.3 Plan and initiate a discussion of reflections identified in 7.2 and own practice outcomes with mentor |
| | 7.4 Prepare learners for their transition through education, further training and into employment |

| Range |
|---|
| **4** Be able to co-teach |
| **4.3 Feedback** including but not limited to:<br><br>• group feedback<br>• in-session feedback<br>• tutorials<br>• course evaluations<br>• learner focus groups<br>• learner attendance to team meetings<br><br>**4.5 Minimise the impact of barriers to learning**:<br><br>Consideration of the design and use of resources that are inclusive and add value to learners' development. |

| Range |
|---|
| **5.** Be able to teach independently |
| **5.1 Session plans**: <br><br> The session plans must show how English and mathematics is contextualised in a way that promotes understanding of key topics, and uses a variety of teaching and assessment methods to provide ongoing learner feedback depending on the learning environment and learners' needs. <br><br> **5.2 Plan, lead and evaluate**: <br><br> Preparation materials that must be included in this section include evidence of own practice in the following aspects of teaching: <br><br> • curriculum planning and review including evidence of a scheme of work and lessons that have been selected for teaching sessions <br> • lesson planning and adaptations with examples of how individual learning needs of learners have been met including purposeful use of the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learner's journey <br> • adapt communication style, method and terminology to reflect the needs of the audience including individual learners, colleagues and stakeholders <br> • planning and conducting assessment with clear rationale to maximise innovative motivational learning <br> • encourage learners to develop: <br>    o autonomy and resilience <br>    o personal and interpersonal effectiveness <br>    o social awareness and respect for others <br>    o essential employability skills <br>    o a solutions mindset <br>    o the ability to create change <br> • using assessment to inform planning including adaptations to original teaching and learning session plans with clear rationales <br> • assessment feedback and advice/guidance to include learner evaluation of learning and assessment <br> • use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners <br> • application of evidence-based methods to include a reflective account of how own practice build from evidence-based practice in relation to own subject and teaching practice <br> • managing and supporting learners including behaviour to include a reflective account of how inclusive engagement and motivation has been upheld in teaching and learning sessions <br> • engage learners to establish a set of standards for behaviour, mutual respect and safe working |
| **6.** Be able to demonstrate the role and responsibilities of a professional teacher in further education |
| **6.1 Action plan**: <br><br> Create plans that demonstrate a capability to act within the statutory frameworks, which set out the professional duties and responsibilities. |

| Range |
| --- |
| **6.6 Equality and diversity**: <br><br> Ways to promote equality and diversity could include but are not limited to: <br><br> • flexibility in approaches, including the use of technology to deliver online and face-to-face teaching sessions <br> • actively engaging all learners in face-to-face and online teaching sessions <br> • empowering learners <br> • modelling expected behaviours <br> • challenging stereotypes <br> • swift response to challenging behaviours and discrimination |
| **7.** Be able to apply understanding of further education and skills sector provision |
| **7.1 Overview of further education and skills sector provision** to include: <br><br> • types of programmes <br> • timetables <br> • contracts <br> • government policy <br> • regulations (legal and local) <br> • funding <br> • organisational and wider support including policy and procedural guidance to support: <br>    o the implementation and execution of safeguarding procedures <br>    o promotion for the welfare of children, young people and/or adults in accordance with statutory provisions <br> • comply with internal and external regulations, legislation and guidance such as: <br>    o teaching, learning and assessment <br>    o recording, storing and sharing information relating to learners |

| Delivery and assessment guidance |
| --- |
| The LOs must be assessed in a teaching and learning environment. Simulation is not permitted. <br><br> There is a requirement to observe and assess practice in this unit. For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria (AC) are covered and the evidence generated can be internally and externally quality assured. See placement requirements in section 1 for further guidance on practice and observation hours required for the qualification. <br><br> AC1.1 <br> Ensure these include both face-to-face and online micro teach sessions. <br><br> AC2.4 <br> Log to consider: <br><br> • attendance <br> • topic, review <br> • challenges <br> • action plan/next steps <br> • mentor discussion notes |

| Delivery and assessment guidance |
| --- |
| AC3.1<br>These observations could take place during unit 01 and include a minimum of three formal observations.<br><br>AC4.1<br>A minimum of four co-teaching experiences to be undertaken.<br><br>AC6.7<br>Requiring records of reflections shared with mentor to be kept in placement log. |

## Unit 05 Effective digital and online pedagogies (F/651/0312)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to explore effective digital and online pedagogies. It includes discussing the advantages in digital, online and emerging technologies in the teaching environment as well as the limitations of digital communication in own area of specialism. It also involves the importance of understanding learners' needs and principles when developing digital resources and analysing its impact on learners. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed and externally quality assured. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 5** | **15 credits** | **40 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand principles underpinning development and preparation of digital resources for learning and development | 1.1 Explain principles of managing digital delivery underpinning learning and development |
| | 1.2 Analyse the advances in digital, online and emerging technologies and their application in the teaching environment and principles of digital and online safety |
| | 1.3 Analyse benefits and limitations of digital **communication** methods used in own area of specialism |
| 2. Understand factors that are important when developing and preparing digital resources | 2.1 Describe the principles of digital and online safety in line with national legislation and organisational policies |
| | 2.2 Explain why it is important to identify and meet the **individual needs** of learners when developing and preparing digital resources |
| 3. Understand the contribution of digital technology to the development of learners' personal digital skills | 3.1 Explain how innovative use of technology promotes equality and diversity to engage learners |
| | 3.2 Analyse the impact of using **technology** on learner engagement, motivation and success |
| | 3.3 Analyse the effectiveness of using technology to support online, remote and blended assessments |

| Range |
|---|
| **1.** Understand principles underpinning development and preparation of digital resources for learning and development |
| **1.3 Communication** could include but is not limited to:<br><br>• verbal<br>• media<br>   o source reliable resources<br>• ICT<br>   o ensure a mixture of synchronous and asynchronous activities for online/remote/blended sessions |
| **2.** Understand factors that are important when developing and preparing digital resources |
| **2.2 Individual needs** could include but are not limited to:<br><br>• embedding English, mathematics and digital where appropriate<br>• ensure accessibility of face-to-face and online content/resources through the identification of prior learning, skills and achievement |

| Range |
|---|
| **3.** Understand the contribution of digital technology to the development of learners' personal digital skills |
| **3.2 Technology** such as:<br><br>• numeracy teaching and learning<br>• exploring artificial intelligence (AI)<br>• augmented reality (AR)<br>• virtual reality (VR) |

| Delivery and assessment guidance |
|---|
| Evidence could include observation of other professionals' use of digital and online pedagogies in teaching and assessment practices. |

## Unit 06 Developing, using and organising resources in a specialist area (H/651/0313)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to enable learners to develop, use and organise resources within a specialist subject, vocational or other area. It includes the purpose, development and use of resources, how to organise them and enable access to others. It also includes understanding legal requirements and responsibilities relating to resources and evaluating own practice in their development and use. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed and externally quality assured. | | | | |
| **Optional** | **Achieved/not yet achieved** | **Level 5** | **10 credits** | **50 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand the purpose and use of resources in own specialist area | 1.1 Explain the purpose of resources in teaching and learning |
| | 1.2 Evaluate the **effectiveness** of specific resources from own specialist area in meeting individual learning needs |
| 2. Be able to develop and use inclusive resources in own specialist area | 2.1 Analyse principles of resource design |
| | 2.2 Evaluate sources that inform resource development in own specialist area |
| | 2.3 Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area |
| | 2.4 Analyse ways in which resources can be **adapted** to enable an inclusive approach in own specialist area |
| | 2.5 Develop resources, including those that involve new and emerging technologies, to engage and meet the **individual needs of learners** in own specialist area |
| | 2.6 Implement resources to engage and meet the individual needs of learners in own specialist area |
| 3. Understand how to organise and enable access to resources | 3.1 Explain ways in which resources can be classified and stored |
| | 3.2 Review ways of sharing resources with other learning professionals |
| 4. Understand legal requirements and responsibilities relating to the development and use of resources | 4.1 Review legal requirements and responsibilities relating to the development and use of resources |
| | 4.2 Analyse the implications of intellectual property rights and copyright for the development and use of resources |
| 5. Be able to evaluate own practice in relation to development and use of resources in own specialist area | 5.1 Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area |
| | 5.2 Evaluate own skills and areas for improvement in development and use of resources in own specialist area |

| Range |
|---|
| **1.** Understand the purpose and use of resources in own specialist area |
| **1.2 Effectiveness** could include but is not limited to:<br><br>• adaptability and flexibility to use interactive resources in online, remote and face-to-face teaching<br>• impact<br><br>Learners could also explore the limitations including:<br><br>• appropriate amount of synchronous content when teaching online/remote/blended sessions<br>• cost<br>• availability<br>• currency<br>• readability<br>• popularity of resource<br>• learning preference |
| **2.** Be able to develop and use inclusive resources in own specialist area |
| **2.4 Adapted**:<br><br>Resources should be differentiated to meet individual needs and ensure content is representative of community.<br><br>**2.5 Individual needs of learners**:<br><br>To meet the individual needs of learners, resources should be:<br><br>• industry relevant<br>• fit for purpose |

| Delivery and assessment guidance |
|---|
| Evidence must include work products such as sample of resources and observation of teaching and assessment practice. |

## Unit 07 Action research (J/651/0314)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to enable learners to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed and externally quality assured. | | | | |
| **Optional** | **Achieved/not yet achieved** | **Level 5** | **10 credits** | **50 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand the purpose and nature of action research | 1.1 Explain the purpose of action research |
| | 1.2 Analyse key features of the action research process |
| | 1.3 Analyse the implications of a model of action research |
| 2. Be able to initiate action research | 2.1 Justify own choice of an area of practice for action research |
| | 2.2 Develop a clear intervention strategy |
| | 2.3 Justify the choice and timescales of an intervention strategy |
| | 2.4 Explain how ethical and political considerations and issues of confidentiality will be observed in practice |
| | 2.5 Implement a clear intervention strategy |
| 3. Understand ways of carrying out action research | 3.1 Evaluate methods for action research |
| | 3.2 Evaluate methods of collecting qualitative and quantitative data |
| | 3.3 Review ways in which collected data may be analysed |
| 4. Be able to carry out action research | 4.1 Review selected literature relating to an area of practice for action research |
| | 4.2 Justify own choice of methods selected for action research |
| | 4.3 Investigate data relating to an area of practice for action research |
| | 4.4 Analyse data collected from action research |
| | 4.5 Explain and present data collected from action research |
| | 4.6 Develop conclusions based on findings from action research |
| 5. Be able to present the outcomes of action research | 5.1 Present own findings and conclusions from action research |
| | 5.2 Justify own recommendations for action to be taken based on conclusions from action research |
| 6. Be able to evaluate own practice in relation to action research | 6.1 Analyse the effectiveness of own practice in relation to action research |
| | 6.2 Identify own strengths and areas for improvement in relation to action research |
| | 6.3 Develop opportunities to improve own skills in action research |

| Delivery and assessment guidance |
|---|
| No guidance for this unit. |

# Unit 08 Exploring the role of the personal tutor (K/651/0315)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to prepare the learner for the role of personal tutor by analysing the role, factors affecting learners' attitudes to learning, the use of personal tutoring in a specific context and target setting whilst investigating the role of mentoring and coaching for effective practice. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed and externally quality assured. | | | | |
| Optional | Achieved/not yet achieved | Level 5 | 10 credits | 50 GLH |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand own role and responsibilities in relation to the personal tutoring role | 1.1 Analyse the skills and qualities required for a personal tutoring role |
| | 1.2 Explain how own values, behaviours and attitudes can impact on the personal tutoring role |
| | 1.3 Justify the boundaries and limitations of a personal tutoring role |
| | 1.4 Summarise the importance of acting according to ethical and professional codes and standards in a personal tutoring role |
| | 1.5 Analyse the importance of communication in a personal tutoring role |
| | 1.6 Explain why it is important to establish ground rules for engagement and boundaries as a personal tutor |
| 2. Understand factors affecting learners' approaches to learning | 2.1 Analyse how learners' socio-economic, cultural and personal background, work history and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning |
| | 2.2 Explain why it is important that learners take responsibility for their own learning |
| | 2.3 Explain why it is important that personal tutoring programmes support the development of learning and transferable skills |
| | 2.4 Analyse strategies to enable learners to engage with learning |
| | 2.5 Describe factors that identify learners at risk of disengaging from learning |
| 3. Understand the use of personal tutoring in a specific context | 3.1 Describe the range of support available for learners within a specific context |
| | 3.2 Explain **legal and organisational requirements** |
| | 3.3 Describe how to work with others in a specific context to support learners |
| | 3.4 Describe how to work with **external stakeholders and partners** to support learners |
| 4. Understand how personal learning targets are created and monitored | 4.1 Recognise the purpose of an individual learning plan |
| | 4.2 Analyse approaches to support learners to create personal learning targets |
| | 4.3 Justify the importance of reviewing learner progress and targets |
| 5. Understand coaching as an effective tool in education | 5.1 Analyse the skills and qualities required in coaching |
| | 5.2 Describe how own values, behaviours, attitudes and emotional awareness can impact on the coaching role |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
|  | 5.3 Summarise the importance of acting according to ethical and professional standards in a coaching relationship |
| 6. Understand mentoring in education | 6.1 Analyse the skills and qualities required for mentoring |
|  | 6.2 Describe how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role |
|  | 6.3 Explain the importance of acting according to ethical and professional standards in a mentoring relationship |

| Range |
|---|
| **3.** Understand the use of personal tutoring in a specific context |
| **3.2 Legal and organisational requirements** relating to:<br><br>• data protection<br>• copyright<br>• privacy<br>• confidentiality<br>• safeguarding and disclosure<br><br>**3.4 External stakeholders and partners** could include but are not limited to:<br><br>• workplace mentors and/or managers<br>• senior management<br>• awarding organisations<br>• employers<br>• parents/carers<br>• higher education institutes<br>• training providers<br>• local authority<br>• external inspection (for example Ofsted, funding agencies) |

| Delivery and assessment guidance |
|---|
| AC3.3<br>Show an understanding of how to work with professionals such as:<br><br>• teaching assistants, learning support assistants or mentors<br>• special educational needs and disabilities (SEND) co-ordinators<br>• external professionals such as speech and language therapists<br><br>AC3.4<br>Learners could show on placement an understanding of building external relationships with parents/carers and other external stakeholders. |

## Unit 09 Action learning to support development of subject-specific pedagogy (L/651/0316)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to enable the learner to investigate an area of interest related to the teaching of their own subject specialist area. It includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current relevant literature and evaluating other subject specialists. It also involves engaging with peers, evaluating strengths and areas for development in own practice, and presenting findings clearly and objectively. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed and externally quality assured. | | | | |
| Optional | Achieved/not yet achieved | Level 5 | 10 credits | 50 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand how to identify an area of interest related to practice in own subject-specific area | 1.1 Justify own selection of an area of interest for investigation |
| | 1.2 Evaluate ways in which enhanced knowledge from investigation of an area of interest could improve subject-specific pedagogy |
| 2. Be able to investigate current good practice in own subject-specific area | 2.1 Justify own selection of sources for investigation |
| | 2.2 Critically review current literature relating to practice in own subject-specific area |
| | 2.3 Evaluate the practice of other subject specialists in own subject-specific area |
| 3. Be able to work with others to improve own skills in reflective practice | 3.1 Participate in professional debate within an action learning set |
| | 3.2 Work with peers to reflect on practice |
| 4. Be able to evaluate own practice in a subject-specific area | 4.1 Identify own strengths and areas for improvement in relation to a selected area of interest |
| | 4.2 Evaluate the potential impact on own practice of new learning from investigation of an area of interest |
| 5. Be able to apply learning from investigation of an area of interest to own practice in a subject-specific area | 5.1 Apply learning to selected areas for development based on findings from investigation of an area of interest |
| | 5.2 Evaluate the benefits of changes made to own practice |
| 6. Be able to present findings from investigation of an area of interest in own subject-specific area | 6.1 Explain own findings from investigation of an area of practice |
| | 6.2 Justify own conclusions drawn from investigation of an area of practice |
| | 6.3 Present own recommendations for improving practice within subject-specific pedagogy |

| Delivery and assessment guidance |
|---|
| No delivery and guidance for this unit. |

## Unit 10 Action learning for teaching in a specialist area of disability (M/651/0317)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to enable learners to understand and investigate a specific impairment and its impact on teaching and learning. Learners will investigate practice in an area of disability and apply this learning to their own practice. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed and externally quality assured. | | | | |
| **Optional** | **Achieved/not yet achieved** | **Level 5** | **10 credits** | **40 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand the impact of a specific impairment on teaching and learning | 1.1 Analyse a specific impairment and the related support needs of disabled learners |
| | 1.2 Explain ways of adjusting practice for learners with a specific impairment |
| | 1.3 Evaluate specific support within an organisation for learners with a specific impairment |
| 2. Understand how to investigate effective practice in a specialist area of disability | 2.1 Analyse ways to include disabled learners in an investigation of effective practice in a specialist area of disability |
| | 2.2 Explain ethical considerations when involving disabled learners |
| | 2.3 Evaluate a range of action learning research methods |
| 3. Be able to investigate practice in a specialist area of disability | 3.1 Develop a focus for investigation of teaching practice in a specialist area of disability |
| | 3.2 Implement an action plan to support the investigation |
| | 3.3 Evaluate the practice of other teachers in your area of interest |
| | 3.4 Critically review the findings of the investigation |
| | 3.5 Analyse ways in which findings from an investigation can be used to develop own professional practice |

| Delivery and assessment guidance |
|---|
| No delivery and assessment guidance for this unit. |

## Unit 11 Understanding the principles and practices of quality assurance (R/651/0318)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to assess the knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed and externally quality assured. | | | | |
| Optional | Achieved/not yet achieved | Level 5 | 10 credits | 50 GLH |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand the principles of internal quality assurance | 1.1 Explain the functions of internal quality assurance in learning and development |
| | 1.2 Explain the key concepts and principles of the internal quality assurance of assessment |
| | 1.3 Explain the roles of practitioners involved in the internal and external quality assurance process |
| | 1.4 Explain the regulations and requirements for internal quality assurance in own area of practice |
| 2. Understand how to plan the internal quality assurance of assessment | 2.1 Evaluate the importance of planning and preparing **internal quality assurance activities** |
| | 2.2 Explain what an internal quality assurance plan should contain |
| | 2.3 Summarise the **preparations** that need to be made for internal quality assurance |
| 3. Understand techniques and criteria for monitoring the quality of assessment internally | 3.1 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment |
| | 3.2 Explain the value of reflective practice and continuing professional development (CPD) in relation to internal quality assurance |
| | 3.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to the internal quality assurance of assessment |
| 4. Understand how to internally maintain and improve the quality of assessment | 4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment |
| | 4.2 Explain standardisation requirements in relation to assessment |
| | 4.3 Explain relevant procedures regarding disputes about the quality of assessment |
| 5. Understand how to manage information relevant to the internal quality assurance of assessment | 5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment |
| 6. Understand the context and principles of external quality assurance | 6.1 Analyse the functions of external quality assurance of assessment in learning and development |
| | 6.2 Evaluate the roles of practitioners involved in the external quality assurance process |
| | 6.3 Explain the regulations and requirements for external and internal quality assurance in own area of practice |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| | 6.4 Evaluate the importance of planning and preparing external quality assurance activities |

| Range |
|---|
| **2.** Understand how to plan the internal quality assurance of assessment |

**2.1 Internal quality assurance activities** including but not limited to:

- quality assurance strategy and sampling plans
- standardisation meetings to ensure consistency across delivery and assessment
- online course files
- external quality assurance

**2.3 Preparations** including:

- information collection
  - o self-assessment report (SAR)
  - o quality improvement plan (QIP)
  - o learner feedback from induction, mid-point and exit questionnaires
  - o support from teaching and learning coach/advanced practitioner
  - o organisational approach to formal teaching observations
  - o CPD opportunities
- communications
- administrative arrangements
- resources

| Delivery and assessment guidance |
|---|
| No delivery and assessment guidance for this unit. |

## Unit 12 Meeting the needs of learners for whom English is not their first language (T/651/0319)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to investigate the needs of English for speakers of other languages (ESOL) learners for effective teaching and learning. Theory, concepts and strategies will be further considered. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed and externally quality assured. | | | | |
| **Optional** | **Achieved/not yet achieved** | **Level 5** | **10 credits** | **50 GLH** |

| Learning outcomes (LOs) <br> The learner will: | Assessment criteria (AC) <br> The learner can: |
|---|---|
| 1. Understand theories and principles relating to language acquisition and learning | 1.1 Analyse theories of first and second language acquisition and learning |
| | 1.2 Describe language teaching approaches associated with theories of first and second language acquisition and learning |
| 2. Be able to explore spoken and written language | 2.1 Identify significant differences between the description and conventions of English and other languages |
| | 2.2 Explain descriptive and prescriptive approaches to language analysis |
| | 2.3 Analyse **spoken and written language** |
| | 2.4 Implement key discoursal, grammatical, lexical and phonological terms accurately |
| 3. Understand the processes involved in the development of speaking, listening, reading and writing skills | 3.1 Outline the processes involved in the development of speaking and listening skills |
| | 3.2 Outline the processes involved in the development of reading and writing skills |
| 4. Understand the processes involved in the development of speaking, listening, reading and writing skills of literacy and English for speakers of other languages (ESOL) learners | 4.1 Discuss the processes involved in speaking and listening for literacy and English for ESOL learners |
| | 4.2 Discuss the processes involved in reading and writing for literacy and English for ESOL learners |
| | 4.3 Explain the mutual dependence of speaking, listening, reading and writing in literacy and language teaching and learning for ESOL learners |
| | 4.4 Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning of literacy and English for ESOL learners |
| 5. Understand how to promote learning and support within literacy and language teaching and learning | 5.1 Describe the boundaries between own specialist area and those of other specialists and practitioners |
| | 5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals |
| | 5.3 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas |

| Range |
|---|
| **2.** Be able to explore spoken and written language |

| Range |
| --- |
| **2.3 Spoken and written language** analysed at:<br><br>• phoneme level<br>• text and discourse level<br>• sentence and phrase level<br>• word level |

| Delivery and assessment guidance |
| --- |
| No delivery and assessment guidance for this unit. |

## Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### NCFE assessment strategy

### Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

# Section 3: explanation of terms

This table explains how the terms used at level 5 in the unit content are applied to this qualification (not all verbs are used in this qualification).

| | |
|---|---|
| **Act (as a role model)** | Serve as a model in a particular behavioural or social role for another person to emulate. |
| **Adapt (approaches)** | Modify, adjust, make suitable for purpose. |
| **Adhere to** | Follow, keep, maintain, respect, abide by, give support to (for example, adhere to a strict code of practice). |
| **Analyse** | Break down the subject or complex situations into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis). |
| **Apply (standards)** | Explain how existing knowledge, practices and standards can be linked to new or different situations. |
| **Ascertain** | Find out for certain. |
| **Assess** | Estimate and make a judgement. |
| **Compare** | Examine the subjects in detail looking at similarities and differences. |
| **Compare and contrast** | Examine the subjects in detail, looking at similarities and differences and distinguish between (identify) striking differences. |
| **Critically review** | Revise, debate and judge the merit of. |
| **Clarify** | Explain the information in a clear, concise way showing depth and understanding. |
| **Critically analyse** | This is a development of 'analyse' that explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion. |
| **Critically evaluate** | Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement. |
| **Collaborate (L7)** | Work jointly with. |
| **Describe** | Provide an extended range of detailed information about the topic or item in a logical way. |
| **Develop** | Identify, build and extend a topic, plan or idea. |
| **Distinguish between** | Discuss identified differences between more than one item, product, object or activity. |

| Demonstrate | Apply skills in a practical situation and/or show an understanding of the topic. |
|---|---|
| Explain | Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons). |
| Evaluate | Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement; apply current research or theories to support the evaluation when applicable. |
| Establish (L5 and L6) | Set up on a permanent basis; get generally accepted; place beyond dispute. |
| Empower | Equip or supply with an ability; enable or permit. |
| Enable | Supply with the means, knowledge, or opportunity; make able. |
| Facilitate (L6) | Make easier; assist the progress of. |
| Formulate (L5, L6 and L7) | Draw together; set forth in a logical way; express in systematic terms or concepts. |
| Give constructive feedback | Provide commentary that serves to improve or advance; be helpful. |
| Identify | Ascertain the origin, nature, or definitive characteristics of. |
| Implement (L5 and L6) | Put into practical effect; carry out. |
| Investigate | Detailed examination or study; enquire systematically. |
| Intervene effectively | Change an outcome. |
| Initiate | Originate/start a process. |
| Justify | Give a comprehensive explanation of the reasons for actions and/or decisions. |
| Monitor | Maintain regular surveillance. |
| Mentor | Serve as a trusted counsellor or teacher to another person; help others succeed. |
| Negotiate | Discuss with a view to finding an agreed settlement. |
| Resolve | Solve; settle; explain. |
| Research (L5 and L6) | A detailed study of a subject to discover new information or reach a new understanding. |
| Review | Revisit and judge the merit of. |

| | |
|---|---|
| **Recognise** | Acknowledge the validity of. |
| **Represent views of** | Act as an advocate; speak, plead or argue in favour of. |
| **Review and revise** | Revisit, judge the merit of and make recommendations for change. |
| **Reflect on** | Consult with oneself, recognising implications of current practice with a view to changing future practice. |
| **Recommend** | Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of. |
| **Summarise** | Select the main ideas, arguments or facts and present in a precise, concise way. |
| **Signpost** | Point the way; indicate. |
| **Support** | Strengthen, support or encourage; corroborate; give greater credibility to. |
| **Set objectives (L6)** | Identify the outcomes required. |
| **Secure** | Make safe; obtain (information or evidence). |
| **Triangulate (L7)** | Identify three aspects to ensure validity. |
| **Work in partnership** | Work in association with two or more individuals (this may include stakeholders, service users and/or carers). |

# Section 4: support

## Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet

## Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- [Education and Training Foundation: Qualification framework for the full teaching qualification for the further education and skills sector](#)
- [Education and Training Foundation's Mentoring Framework](#)
- [Further education and skills inspection handbook](#)
- [Education and Training Foundation: Professional Standards](#)
- [NCFE sustainability resource](#)
- [UNICEF sustainable development goals](#)
- [The Alliance for Sustainability Leadership in Education](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

## Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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# Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## Mandatory units

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH |
|---|---|---|---|---|---|
| Unit 01 | M/651/0308 | Teaching my subject | 5 | 15 | 50 |
| Unit 02 | R/651/0309 | Understand learners in the further education sector | 5 | 15 | 70 |
| Unit 03 | A/651/0310 | The role of teachers and teaching | 5 | 15 | 60 |
| Unit 04 | D/651/0311 | Professional practice portfolio | 5 | 30 | 70 |
| Unit 05 | F/651/0312 | Effective digital and online pedagogies | 5 | 15 | 40 |

## Optional units

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH |
|---|---|---|---|---|---|
| Unit 06 | H/651/0313 | Developing, using and organising resources in a specialist area | 5 | 10 | 50 |
| Unit 07 | J/651/0314 | Action research | 5 | 10 | 50 |
| Unit 08 | K/651/0315 | Exploring the role of the personal tutor | 5 | 10 | 50 |
| Unit 09 | L/651/0316 | Action learning to support development of subject-specific pedagogy | 5 | 10 | 50 |
| Unit 10 | M/651/0317 | Action learning for teaching in a specialist area of disability | 5 | 10 | 40 |
| Unit 11 | R/651/0318 | Understanding the principles and practices of quality assurance | 5 | 10 | 50 |
| Unit 12 | T/651/0319 | Meeting the needs of learners for whom English is not their first language | 5 | 10 | 50 |

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.