



Training
QualificationsUK

Qualification Specification

TQUK Level 5 Diploma in Teaching (Further Education and Skills)

Qualification Number: 610/3842/8

Version 1

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

| Version number | Summary of changes |
|----------------|--------------------|
| n/a | |

Introduction

Welcome to TQUK

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

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

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](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

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. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

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

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

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

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

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the 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 corporate/business letterheads, pages of the 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 a true representation of the 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 they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 5 Diploma in Teaching (Further Education and Skills) is regulated by Ofqual.

Qualification Purpose

This qualification has been developed to provide contemporary skills and knowledge required for learners working or aspiring to work as a teacher in the further education sector. It has been designed to meet the latest occupational standards and replaces the Level 5 Diploma in Education and Training.

The qualification aims to cover a wide spectrum of job roles within the diverse FE landscape, supporting educators in colleges, adult education, offender education, work-based learning, and independent training organisations.

This qualification equips learners with the knowledge and skills for subject-specific teaching, addressing challenges with tailored pedagogy and integrating subject knowledge into effective teaching strategies, preparing them for the dynamic and diverse landscape of further education teaching. Learners will also gain digital competence as the qualification ensures a baseline standard in technology, promoting adaptability to the evolving landscape of educational technology.

Entry Requirements

Learners **must** meet the following minimum criteria:

- 19 years of age and above
- Qualified and/or experienced¹ in their area of specialism
- Able to demonstrate an ability to study at level 5
- Do not have a criminal background which prevents them from working as a teacher with young people or vulnerable adults. There may be a requirement by the employer for learners to be checked by the disclosure and barring service. The learner is responsible for seeking advice from their employer regarding this.
- Achievement of a minimum of level 2 in both maths and English prior to starting the qualification
- Suitable level of digital competency to ensure they can meet the requirements of the qualification.

It is strongly recommended that centres conduct a comprehensive initial assessment of prospective learners to ensure their suitability for this qualification. This initial assessment should encompass relevant factors, including prior learning, skills, and experience, to ensure that learners can fully benefit from, and meet the requirements of this qualification.

¹ Learners intending to teach academic subjects would usually be expected to have a degree in their subject specialism. Those intending to teach in professional or vocational areas would usually be expected to have a subject relevant professional or industry qualification and experience of working. There is a general expectation that a teacher should be qualified to at least one level above that at which they intend to teach. In some vocational areas this may be problematic but a reasonable expectation is that they hold the highest level trade qualification available, unless they have particularly substantial professional experience.

Centres must refer to the Department for Education's guide: [Expectations for the delivery of initial teacher education for FE](#)

Progression

Learners may progress into employment as a teacher within the further education and skills sector.

Learners may also wish to pursue Qualified Teacher Learning and Skills (QTLS) Status following successful achievement of this qualification.

Successful learners could also choose to progress to higher education programmes in a related field.

Structure

Learners must achieve all mandatory units.

Mandatory units

| Title | Unit ref. | Level | Guided learning hours | Credit value |
|---|------------|-------|-----------------------|--------------|
| Pedagogic methodologies and curriculum development in further education | T/651/0481 | 5 | 60 | 15 |
| Understanding learners and educational practices in further education | Y/651/0482 | 5 | 50 | 9 |
| Professionalism and inclusive teaching practices in further education | A/651/0483 | 5 | 50 | 9 |
| Promoting equality, diversity, and Inclusion in further education | H/651/0486 | 5 | 25 | 8 |
| Partnership working and collaboration in further education | J/651/0487 | 5 | 40 | 6 |
| Assessment principles and practices in further education | K/651/0488 | 5 | 30 | 14 |
| Resource development and management for effective learning in further education | L/651/0489 | 5 | 25 | 12 |
| Teaching practice in further education | T/651/0490 | 5 | 30 | 20 |
| Behaviour management in further education | Y/651/0491 | 5 | 20 | 10 |
| Professional development and reflective practice in further education | A/651/0492 | 5 | 30 | 8 |
| Digital pedagogies for teaching and learning in further education | D/651/0493 | 5 | 35 | 9 |

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 395 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 805 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.

The total Qualification Time for this qualification is 1200 hours.

Placement requirements

Placement and practice are integral to becoming a high-quality teacher. Learners must have access to a work placement, within a further education setting, throughout the duration of this qualification.

The placement should be a minimum of **250 hours**, with at least **150 hours** dedicated to teaching practice.

Teaching practice hours

A **minimum of 150** hours must be dedicated to teaching practice. These hours consist of:

- At least **100 hours** in the trainee teacher's subject area, of which a minimum of **80 hours** must be face to face delivery.
- A minimum of **20 hours** of live remote delivery

Non-teaching practice

The non-teaching practice hours should be spent completing professional activities, such as:

- team meetings
- planning
- interviews
- assessment meetings
- observations
- CPD activities.

These activities provide the learners with experience of the wider role of a teacher on a day-to-day basis.

Placement location

Trainee teachers must experience placements in at least **two** different locations to gain exposure to diverse teaching environments.

A minimum of **20 non-teaching hours** should be dedicated to activities in the second location. These hours are not specified as teaching hours, allowing flexibility in incorporating various non-teaching activities listed above.

Ideally, the second location should be at a different provider. However, for larger providers, it is acceptable for the second placement to be in a different subject area and/or department within the same provider.

Remote delivery

Learners should complete a minimum of **20 hours** of remote delivery. This must be live delivery and not pre-recorded. If opportunities for remote delivery exist, it is expected that learners will engage in this aspect of their practice.

In exceptional circumstances where remote delivery may not be feasible, alternatives such as remote delivery to colleagues or shadowing others may be pursued. Centres are encouraged to discuss any exceptional circumstances with TQUK prior to delivery.

Remote delivery may also not apply to the Special Educational Needs and Disabilities (SEND) area as learners may not benefit from such an approach. In such cases, trainees would need to complete the 150 hours of teaching practice as usual. However, it is desirable that such trainees still gain access to some remote delivery experience.

Mentoring and support

Robust mentoring and support arrangements are essential.

All trainee teachers should have support from two staff members at their placement, in addition to their course tutor. This should be:

- **Subject Specialist** competent in and teaching the trainee's subject area, offering subject-specific support. This staff member should dedicate a recommended 30 minutes per trainee per week for support and engagement in assessments, especially in the subject-specific aspect.
- **Local Pastoral Support Mentor** for general advice and support. This mentor may support multiple trainees, acting for a group if needed. The recommended support time is 30 minutes per trainee per week. This mentor is expected to liaise with the provider regarding ongoing progress reports

In small placement settings with insufficient resources, the mentoring role can be assumed by a member of the centre staff. However, adequate additional time must be allocated for this role.

All centres delivering the qualification must provide thorough training for placement mentors and subject specialists. This ensures they are well-equipped to meet the needs of trainees. Centres are encouraged to explore resources provided by ETF in the area of mentoring, which can be accessed [here](#).

Centres should refer to the Department for Education's guide: [Expectations for the delivery of initial teacher education for FE](#).

Observations

The purpose of observations is to provide developmental feedback to the trainee teacher and assess whether they meet expected teaching standards. Observations should be spaced throughout the qualification with a minimum of 10 working days between observations, considering the trainee's progress. Early observations may focus on development, while later ones assess against standards.

Learners must undergo a minimum of **10 observations** during this qualification, the majority of these ideally to groups of at least **ten learners**.

Each observation must be a **minimum of 45 minutes** and conducted by the provider tutor and/or subject specialist/placement mentor. An observation report highlighting the achieved assessment criteria is required for each observation.

Observation of remote delivery

A maximum of **2 observations** may be of live remote delivery. One observation can be observed remotely by the assessor, provided arrangements are made for prompt feedback and discussion with the learner after the session.

Recorded sessions

While not suitable for formal observations, recorded sessions are encouraged as a learning tool. They can help trainees reflect on their teaching style, demonstrate the application of theories and techniques, or showcase reflective abilities.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed via:

- internally set and marked portfolio of evidence
- internally set and marked 30-minute professional discussion covering any aspect of professional practice

Both elements are subject to external quality assurance. All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading. Learners must also complete and evidence all practice hours.

This professional discussion should be conducted in person by two qualified teachers, one from the provider and one from the placement. This discussion will determine if the trainee teacher has or has not met the Occupational Standards.

The portfolio should feature a cross-reference matrix demonstrating where the learner has met the occupational standards in their professional practice, counter-signed by their course tutor.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations.

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

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain 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 of the level of the learner's current knowledge and/or skills and any additional specific support requirement the learner may need.

The 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.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will 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 requested
- Work experience in the subject area of the qualification.

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 remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- further and adult education teacher's certificate
- Cert Ed/PGCE/BEd/MEd
- PTLLS/CTLLS/DTLLS
- Level 5 Diploma in Education and Training or Level 5 Diploma in Teaching.

Centres must refer to the Department for Education's guide for further information: [Expectations for the delivery of initial teacher education for FE](#)

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. 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.

Centres must refer to the Department for Education's guide for further information: [Expectations for the delivery of initial teacher education for FE](#)

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. 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 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

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.

Centres must refer to the Department for Education's guide for further information: [Expectations for the delivery of initial teacher education for FE](#)

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 comprise a face-to-face or remote scheduled quality assurance activity where the EQA will review the centre's policies and procedures, speak with centre staff, and conduct the sampling of learner work.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

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

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory Units

| | | | |
|--|---|---|--|
| Title: | | Pedagogic methodologies and curriculum development in further education | |
| Unit reference number: | | T/651/0481 | |
| Level: | | 5 | |
| Credit value: | | 15 | |
| Guided learning hours: | | 60 | |
| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
| 1 | Understand contemporary educational theories and practices | 1.1 | Summarise contemporary learning theories and principles |
| | | 1.2 | Analyse the role of evidence-based practice in shaping effective teaching and learning practices. |
| | | 1.3 | Explain the application of contemporary learning theories, principles and research in teaching, learning and assessment |
| 2 | Understanding pedagogic methodologies in own subject area | 2.1 | Critically assess the effectiveness of pedagogical methodologies in meeting the needs of learners in further education |
| | | 2.2 | Explain the application of pedagogic content knowledge (PCK) in own area of specialism |
| | | 2.3 | Evaluate how the integration of PCK enhances the design and delivery of own area of specialism |
| 3 | Understand curriculum development in own subject area | 3.1 | Analyse theories and models of curriculum development in own area of specialism to engage and challenge learners |
| | | 3.2 | Explain the fundamental principles of rigorous curriculum design |
| | | 3.3 | Analyse the benefits and challenges of adopting a person-centred and inclusive approach in curriculum planning |
| | | 3.4 | Evaluate strategies for embedding mathematics and English skills in the curriculum to promote interdisciplinary learning |
| | | 3.5 | Compare and contrast different timetabling approaches in the further education and skills sector |
| 4 | Understand threshold concepts and troublesome knowledge in own subject area | 4.1 | Analyse threshold concepts and troublesome knowledge in own area of specialism |
| | | 4.2 | Evaluate strategies to address threshold concepts and troublesome knowledge to promote learner progression and understanding. |
| | | 4.3 | Evaluate the impact of learners' prior knowledge and education experience on their engagement and performance in further education |
| 5 | Understand the policy context within further education. | 5.1 | Explain ways in which social, political and economic factors influence education policy. |
| | | 5.2 | Analyse the impact of current educational policies, legislation and guidance on curriculum and practice |
| | | 5.3 | Explain the application of sustainability in own subject area, considering: |

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|---|--|-----|---|
| | | | <ul style="list-style-type: none"> • environmental • social • economic |
| 6 | Be able to plan integrated curriculum strategies | 6.1 | Develop comprehensive and inclusive curriculum plans for own subject that engages and challenges learners |
| | | 6.2 | Integrate English and maths into curriculum plans to promote understanding of key topics |
| | | 6.3 | Critically evaluate curriculum plans, and implement adaptations to enhance overall effectiveness |

Assessment requirements: Competence learning outcomes must be assessed in a teaching and learning environment.

Range:

1.1 contemporary learning theories and principles: includes social learning theories, cognitive theories, behaviourism theories, constructivism theories, humanism, connectivism, neuroscience related to learning

2.1 pedagogical methodologies: could include: behaviourism, constructivism, social constructivism, liberationism

3.2 fundamental principles includes balanced, rigorous, coherent, vertically integrated, appropriate, focused and relevant.

3.5 timetabling approaches may include traditional fixed timetables, flexible scheduling options such as block scheduling or modular timetables, online and blended learning delivery models, inhouse or outsourced.

4.1 threshold concepts: core concepts in a subject that, once understood, transform how learners perceive and engage with the topic. **troublesome knowledge:** concepts or skills that learners find especially challenging or difficult to grasp within a subject area.

5.2 educational policies, legislation and guidance: could include national educational policies, regional or local educational policies, international educational policies, policies related to specific aspects of education (for example. Assessment, curriculum, funding), Education Act 2002, Education (independent School Standards) Regulations 2014

5.3 sustainability could include: environmental, social, economic, interdisciplinary approaches to sustainability education, Skills and Post-16 Education Act (2022), and Department for Education's Sustainability and Climate Change Strategy for education: Progress Update 2023

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|--|---|---|---|
| Title: | | Understanding learners and educational practices in further education | |
| Unit reference number: | | Y/651/0482 | |
| Level: | | 5 | |
| Credit value | | 9 | |
| Guided learning hours: | | 50 | |
| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
| 1 | Understand learners in further education settings | 1.1 | Analyse the diverse backgrounds and characteristics of learners' in further education settings |
| | | 1.2 | Explain the various pathways learners take to access further education |
| | | 1.3 | Explain the influence of learners' wider expectations and aspirations on their approach and engagement in learning |
| | | 1.4 | Analyse barriers to learning and ways to overcome these |
| 2 | Understand a range of support needs learners may require in further education | 2.1 | Identify a range of support needs that may be present among learners in further education settings |
| | | 2.2 | Evaluate the effectiveness of current support systems, collaboration, and resources available within own further education setting |
| | | 2.3 | Evaluate the impact of teamworking in addressing the support needs of learners in further education |
| 3 | Understand safeguarding in further education settings | 3.1 | Summarise the key principles and legislation related to safeguarding within further education |
| | | 3.2 | Analyse the impact of safeguarding issues on learners and the teaching environment |
| | | 3.3 | Clarify the role and responsibilities of teachers in recognising, reporting, and managing safeguarding concerns |
| | | 3.4 | Evaluate the effectiveness of current safeguarding policies and procedures within the educational setting |
| | | 3.5 | Develop strategies for timely and appropriate intervention to address safeguarding issues |
| 4 | Be able to prepare learners for transition and progression | 4.1 | Explain the importance of preparing learners for transitions |
| | | 4.2 | Analyse the key factors that impact learners' transitions and progression opportunities |
| | | 4.3 | Develop strategies to support learners' understanding of expectations, goals, and transition options for informed decision-making |
| | | 4.4 | Implement strategies to prepare learners for transition |
| 5 | Understand the purpose of learner initial and diagnostic assessment | 5.1 | Evaluate methods and tools used in initial and diagnostic assessment to identify the learners: <ul style="list-style-type: none"> • strengths • areas of development • learning needs • goals |
| | | 5.2 | Explain the importance of evaluating learners' English and Maths abilities during initial assessment |

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| | | 5.3 | Propose effective strategies for using assessment results in developing tailored learning plans and interventions |
| 6 | Be able to implement initial and diagnostic assessment | 6.1 | Use methods and tools to conduct ongoing initial and diagnostic assessments to identify learners': <ul style="list-style-type: none"> • knowledge • skills • learning preferences • specific learning needs • personal learning goals |
| | | 6.2 | Analyse the results of initial and diagnostic assessments |
| | | 6.3 | Develop tailored learning plans and differentiated support following analysis of initial and diagnostic assessments |

Assessment requirements: Competence learning outcomes must be assessed in a teaching and learning environment.

Range:

1.1 backgrounds and characteristics considering factors such as cultural diversity, socio-economic background, and educational experience, linguistic diversity, and learning styles/preferences

1.2 various pathways: may include traditional academic routes such as A-levels or vocational qualifications, apprenticeships, adult education courses, access courses for mature learners, re-entry pathways for those returning to education, alternative provision for learners with specific needs, and routes from non-traditional backgrounds such as work-based learning or community education programs.

1.3 wider expectations and aspirations may include career ambitions, personal development objectives, broader life goals (for example, family responsibilities, community engagement), and cultural or societal expectations influencing educational choices

2.1 support needs may be academic, health and wellbeing, physical, and socio-economic requirements and those with special educational needs or disabilities

4.1 transitions: such as further education, training, higher education and employment

4.2 key factors: may encompass academic readiness, socio-economic background, personal motivation and resilience, access to support services such as careers guidance and pastoral care, transferable skills development, and external factors such as employment opportunities or societal changes.

5.3 effective strategies that address the specific learning needs and goals of individual learners in further education settings

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|--|---|---|--|
| Title: | | Professionalism and inclusive teaching practices in further education | |
| Unit reference number: | | A/651/0483 | |
| Level: | | 5 | |
| Credit value: | | 9 | |
| Guided learning hours: | | 50 | |
| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
| 1. | Understand the role of the teacher in further education | 1.1 | Analyse the role and responsibilities of a teacher within further education |
| | | 1.2 | Summarise key aspects of legislation, regulatory requirements, codes of practice and organisational policies relating to own role and responsibilities |
| | | 1.3 | Evaluate the ethical considerations and professional conduct expected of teachers within the further education sector |
| | | 1.4 | Explain different communication techniques and strategies to adapt to different audiences when teaching in further education |
| 2 | Understand the further education and skills sector | 2.1 | Investigate the further education and skills sector and programmes available |
| | | 2.2 | Assess the impact of government policies and legal regulations on the further education and skills sector |
| | | 2.3 | Assess the impact of funding within the further education and skills sector. |
| | | 2.4 | Investigate contractual agreements prevalent in the sector |
| 3 | Understand professionalism in further education | 3.1 | Define the concepts of professionalism and dual professionalism in further education |
| | | 3.2 | Explain ways in which professional values influence own practice in own area of specialism |
| | | 3.3 | Explain how occupational standards guide practice and development |
| | | 3.4 | Explain the importance of attaining and maintaining professional status, certifications, and affiliations |
| 4. | Understand the impact of inclusive teaching | 4.1 | Evaluate the importance of an inclusive teaching environment within further education settings |
| | | 4.2 | Identify potential ethical dilemmas and challenges that may arise in further education settings |
| | | 4.3 | Analyse strategies to implement an inclusive teaching environment |
| 5. | Understand effective teaching practices | 5.1 | Outline the expectations and principles of effective classroom management to foster a safe and supportive environment |
| | | 5.2 | Compare the advantages and challenges between face-to-face and remote delivery methods to ensure an engaging learning experiences |
| | | 5.3 | Identify strategies for learner engagement and participation in both face-to-face and remote learning environments |
| | | 5.4 | Evaluate strategies for leading difficult conversations in a professional and constructive manner |

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| | | 5.5 | Explain the fundamental principles of coaching and mentoring to provide support and guidance to colleagues and learners within further education |
| 6 | Be able to contribute to improving quality practices in further education | 6.1 | Analyse the quality improvement and quality assurance arrangements of own setting |
| | | 6.2 | Explain the function of self-assessment and self-evaluation in the quality cycle |
| | | 6.3 | Evaluate teaching, learning, and support services in line with quality improvement processes of own setting |
| | | 6.4 | Identify areas for improvement in teaching, learning, and support services |
| | | 6.5 | Evaluate educational programmes and learning materials in line with quality assurance processes of own setting |
| | | 6.6 | Identify improvements to educational programmes and learning materials |

Assessment requirements: Competence learning outcomes must be assessed in a teaching and learning environment.

Range:

1.1 role and responsibilities: can include, but not limited to:

- student welfare and well-being, such as pastoral care, mental health support, and referral to support services
- curriculum development, including the design of learning materials, assessment tools, and learning outcomes alignment
- creation of a positive learning environment, including promoting learner engagement, motivation, and resilience

2.2 government policies and legal regulations: This may include policies related to funding, curriculum development, quality assurance, learner support, and access to education and training opportunities. Examples may include the Skills for Jobs White Paper, the Apprenticeship Levy, and the T Level qualification reforms. This may involve legislation such as the Education Act, the Further Education and Higher Education Acts, and relevant statutory instruments.

2.3 impact of funding: could include resource allocation, staffing levels, course offerings, technology and innovation, learner support, professional development, partnerships

2.4 contractual agreements including but not limited to:

- service level agreements (SLA's) between FE institutions and external service providers for the delivery of specific services such as catering, facilities management, or IT support.
- partnership agreements between FE institutions and employers, training providers, or other organisations for projects, apprenticeship programs, or work-based learning initiatives.
- funding agreements between FE institutions and funding bodies or government agencies specifying the terms and conditions for the allocation and use of funds for education and training provision.
- learner contracts outlining the rights, responsibilities, and expectations of learners enrolled in programs, including attendance requirements, academic progress, and disciplinary procedures.
- employment contracts for staff and practitioners working within FE institutions, detailing terms of employment, remuneration, working hours, and other employment-related provisions.

4.1 inclusive teaching environment: could include diversity awareness, accessible facilities, varied teaching methods, flexible assessment methods, adaptive technology, inclusive language, person-centred support

5.4: difficult conversations may include addressing academic performance concerns, behavioural issues, personal challenges affecting learning, conflicts with colleagues, parental involvement, ethical dilemmas, and career development discussions

5.5 fundamental principles may include establishing rapport and trust, setting clear goals and expectations, active listening and questioning techniques, providing constructive feedback, reflection and self-directed learning, modelling professional behaviours and attitudes, and adapting coaching and mentoring approaches to individual needs and contexts.

6.5 educational programmes and learning materials: evaluation could include: ensuring adherence to established standards, regulations, and best practices. Internal and external assessments to verify that quality standards are met, alignment of programmes with learning objectives, effectiveness of teaching methods, and overall impact on student learning, data-driven decisions to enhance programme quality

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| Title: | | Promoting equality, diversity, and inclusion in further education | |
| Unit reference number: | | H/651/0486 | |
| Level: | | 5 | |
| Credit value | | 8 | |
| Guided learning hours: | | 25 | |
| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
| 1. | Understand the importance of equality, diversity, and Inclusion in further education settings | 1.1 | Define the meaning of equality, diversity, and Inclusion within the UK |
| | | 1.2 | Summarise legislation, employment regulations, and codes of practice relevant to equality, diversity, and Inclusion |
| | | 1.3 | Analyse the benefits of promoting equality, diversity, and Inclusion in further education settings |
| | | 1.4 | Reflect on how the promotion of equality, diversity, and Inclusion can protect learners from risk of harm |
| | | 1.5 | Explain good practice in providing individual learners with information |
| 2 | Be able to implement strategies to promote equality, diversity, and Inclusion | 2.1 | Analyse the impact of own behaviour on the further education settings' culture in relation to equality, diversity, and Inclusion |
| | | 2.2 | Describe actions by individuals that can undermine equality, diversity, and Inclusion |
| | | 2.3 | Use communication strategies to actively promote equality, diversity, and Inclusion |
| | | 2.4 | Collaborate with others to promote diversity |
| | | 2.5 | Recommend modifications to systems and structures that do not promote equality, diversity, and Inclusion |
| 3 | Be able to integrate equality, diversity, and Inclusion principles into teaching methodologies | 3.1 | Evaluate the impact of inclusive practices on learners and the educational environment |
| | | 3.2 | Integrate principles of equality, diversity, and Inclusion into teaching methodologies |
| 4 | Be able to mitigate barriers to equality, diversity, and Inclusion in further education settings | 4.1 | Analyse potential barriers to equality, diversity, and Inclusion in further education settings |
| | | 4.2 | Propose and implement effective strategies to mitigate identified barriers |
| 5 | Be able to reflect on own contributions to promotion of equality, diversity, and Inclusion | 5.1 | Reflect on personal strengths in actively promoting equality and valuing diversity |
| | | 5.2 | Evaluate the impact of own practice in promoting equality and valuing diversity |
| | | 5.3 | Identify areas for further personal development in promoting equality and valuing diversity |
| Assessment requirements: Competence learning outcomes must be assessed in a teaching and learning environment. | | | |

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| Title: | | Partnership working and collaboration in further education | |
| Unit reference number: | | J/651/0487 | |
| Level: | | 5 | |
| Credit value: | | 6 | |
| Guided learning hours: | | 40 | |
| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
| 1. | Understand collaborative working in further education | 1.1 | Explain reasons for partnership working and collaboration |
| | | 1.2 | Assess the benefits and challenges related to collaborative working |
| | | 1.3 | Analyse the connections and boundaries between the role of a teacher and other professionals |
| | | 1.4 | Explore the advantages of interdisciplinary collaboration in promoting holistic education |
| | | 1.5 | Summarise the impact of key government policies and initiatives on partnership working and collaboration. |
| 2. | Understand effective communication strategies in collaborative working environments | 2.1 | Evaluate strategies for effective communication in collaborative working environments |
| | | 2.2 | Explain the significance of cultural sensitivity and context-awareness in effective communication |
| | | 2.3 | Analyse strategies for conflict resolution in collaborative working environments |
| | | 2.4 | Explain the need for ground rules and terms of reference in partnership working. |
| | | 2.5 | Explain the importance of adapting communication style, method, and terminology to reflect the needs of others |
| 3 | Understand the process of building effective partnerships | 3.1 | Identify key steps and approaches involved in establishing and nurturing effective partnerships within further education |
| | | 3.2 | Evaluate the role of trust and transparency in fostering successful collaborative relationships in further education |
| | | 3.3 | Analyse best practices for maintaining and sustaining partnerships |
| | | 3.4 | Assess the role of effective leadership in promoting collaboration and creating a culture of cooperation |

Assessment requirements:

Range:

1.1 partnership working: formal, informal, cross-sector

1.3 other professionals may include internal support or teaching staff, external agencies, employers, industry professionals, external educational institutions.

1.5 key government policies could include Skills for Jobs White Paper, Apprenticeship Levy, Further Education Workforce Reforms, T-Levels, Higher Technical Education Reform, Local Enterprise Partnerships (LEPs)

2.3 strategies for conflict resolution: could include: active listening, communication skills, negotiation, mediation, conflict coaching, problem-solving, compromise, empathy and perspective-

taking, constructive feedback, time-outs and cooling-off periods, seeking external support, establishing ground rules.

3.1 key steps and approaches: may include conducting stakeholder analysis and needs assessment, defining shared goals and objectives, building trust and mutual respect, establishing clear communication channels and decision-making processes, allocating resources and responsibilities, monitoring progress and evaluating outcomes, and fostering a culture of collaboration and continuous improvement.

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| Title: | | Assessment principles and practices in further education. | |
| Unit reference number: | | K/651/0488 | |
| Level: | | 5 | |
| Credit value: | | 14 | |
| Guided learning hours: | | 30 | |
| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
| 1 | Understand the purpose and principles of assessment in further education | 1.1 | Explain the purpose of different types of assessment used in further education |
| | | 1.2 | Explain the fundamental principles of effective assessment practices in further education |
| | | 1.3 | Evaluate a range of assessment methods suitable for diverse learning styles and needs in further education |
| | | 1.4 | Explain the significance of comprehensive assessment and timely feedback to promote learner growth and development |
| 2 | Be able to design effective assessments in further education | 2.1 | Design and develop assessment tasks which are: <ul style="list-style-type: none"> • valid, reliable, and authentic • inclusive • meet curriculum objectives and learning outcomes. • meet the needs of a diverse set of learners |
| | | 2.2 | Identify and address potential bias in assessment practices to ensure fairness and equity for all learners |
| | | 2.3 | Implement formative and summative assessment techniques to monitor and evaluate learner progress |
| | | 2.4 | Use technology-enabled assessment tools and platforms to facilitate effective and engaging assessments |
| 3 | Be able to assess learning in further education | 3.1 | Use types and methods of assessment, including peer and self-assessment, to: <ul style="list-style-type: none"> • engage learners in the assessment process • meet the individual needs of learners • enable learners to generate assessment evidence that is valid, reliable, sufficient, authentic, and current • adhere to both internal and external assessment regulations and standards |
| | | 3.2 | Use effective questioning and feedback strategies to contribute to the assessment process |
| | | 3.3 | Integrate assessment for learning (AFL) strategies seamlessly into the assessment process |
| | | 3.4 | Record assessment outcomes in alignment with both internal and external regulatory requirements |
| | | 3.5 | Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements |
| | | 3.6 | Communicate assessment information to other professionals involved in supporting learner achievement |

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| 4 | Be able to analyse and interpret assessment data | 4.1 | Use assessment data to: <ul style="list-style-type: none"> • monitor learners' achievement, attainment and progress • set learners' targets • plan subsequent sessions • provide department information |
| | | 4.2 | Interpret assessment data to evaluate the effectiveness of assessment strategies and identify areas for improvement |
| | | 4.3 | Generate comprehensive reports and summaries based on assessment data to communicate learner progress |
| | | 4.4 | Collaborate with colleagues to share insights on assessment data |

Assessment requirements: Competence learning outcomes must be assessed in a teaching and learning environment.

Range:

1.1 types of assessment may include formative assessment, summative assessment, diagnostic assessment, and holistic assessment.

1.2 fundamental principles: reliability, validity, fairness, transparency, and authenticity.

1.3 assessment methods could include, but is not limited to:

- written assessments (for example, essays, reports, exams)
- practical assessments (for example, demonstrations, experiments, performances)
- oral assessments (for example, presentations, discussions, debates)
- visual assessments (for example, posters, diagrams, multimedia presentations)
- interactive assessments (for example, group projects, role-plays, simulations)
- portfolio assessments (for example, collections of work demonstrating progress and achievement)
- self-assessments and peer assessments (for example, reflections, feedback exchanges, witness testimony)
- alternative assessments (for example, project-based assessments, work-based assessments, authentic assessments)
- adaptive assessments (for example, assessments tailored to individual learning needs and preferences)
- technology-enhanced assessments (for example, online quizzes, digital simulations, virtual labs)

4.1 department information could include funding, transition, staffing

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| Title: | | Resource development and management for effective learning in further education | |
| Unit reference number: | | L/651/0489 | |
| Level: | | 5 | |
| Credit value: | | 12 | |
| Guided learning hours: | | 25 | |
| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
| 1. | Understand the principles of resource development in education and training | 1.1 | Explain the purpose of resources in teaching and learning |
| | | 1.2 | Analyse principles of resource design in own specialist area |
| | | 1.3 | Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area |
| | | 1.4 | Evaluate the benefits and drawbacks of integrating digital technologies into resource development |
| | | 1.5 | Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area |
| 2 | Understand legal requirements and responsibilities relating to the development and use of resources | 2.1 | Review legal requirements and responsibilities relating to the development and use of resources |
| | | 2.2 | Analyse the implications of intellectual property rights and copyright for the development and use of resources |
| 3 | Be able to develop and use learning materials and resources for own subject area | 3.1 | Design and develop learning materials tailored to the specific needs and requirements of learners |
| | | 3.2 | Integrate interdisciplinary elements and diverse perspectives to create comprehensive and holistic learning materials |
| | | 3.3 | Create engaging and interactive learning resources using various formats and mediums |
| | | 3.4 | Use various digital tools and platforms to create interactive and multimedia-rich learning resources |
| | | 3.5 | Use resources to engage and meet the individual needs of learners in own specialist area |
| | | 3.6 | Classify and store resources in line with own setting's policies |
| | | 3.7 | Review ways of sharing resources with other learning professionals |
| 4 | Be able to assess the effectiveness of developed resources | 4.1 | Implement feedback mechanisms to evaluate the effectiveness of design and use of learning resources |
| | | 4.2 | Critically analyse the impact of learning resources on: <ul style="list-style-type: none"> • learner engagement • learner achievement • motivation • learning and development |
| | | 4.3 | Refine and improve learning resources based on formative and summative evaluation feedback |
| | | 4.4 | Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area |

Assessment requirements: Competence learning outcomes must be assessed in a teaching and learning environment.

Range:

1.2 principles of resource design may include consideration of accessibility, alignment with curriculum objectives, integration of various media formats, incorporation of authentic examples, use of engaging elements, adherence to copyright regulations, incorporation of feedback mechanisms, flexibility in delivery, clear organisation, and integration of diverse perspectives

2.1 legal requirements and responsibilities may include copyright laws, intellectual property rights, data protection regulations, accessibility for learners with disabilities, health and safety regulations, licensing agreements for digital resources, fair use policies, ethical guidelines for content creation, institutional policies and procedures

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| Title: | | Teaching practice in further education | |
| Unit reference number: | | T/651/0490 | |
| Level: | | 5 | |
| Credit value: | | 20 | |
| Guided learning hours: | | 30 | |
| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
| 1 | Be able to plan inclusive teaching and learning | 1.1 | Create cohesive schemes of work that integrate assessment strategies and curriculum plans effectively |
| | | 1.2 | Evaluate various approaches and models of lesson planning |
| | | 1.3 | Create detailed and well-structured lesson plans that align with: <ul style="list-style-type: none"> • curriculum objectives and standards • learners' individual goals and learning preferences. • setting's policies |
| | | 1.4 | Identify potential barriers to learning and incorporate strategies within the lesson plans to minimise their impact |
| | | 1.5 | Critically evaluate lesson plans and schemes of work, adapting where required to enhance overall effectiveness |
| 2 | Be able to develop teaching practice through collaboration and support | 2.1 | Participate in collaborative activities with other teaching professionals to support and develop teaching practice |
| | | 2.2 | Identify guidance and support available from internal stakeholders to support and develop teaching practice |
| | | 2.3 | Identify and access other sources of support to develop teaching practice |
| | | 2.4 | Reflect on collaborative and support activities to identify areas for growth and development |
| 3 | Be able to prepare for and deliver effective teaching sessions | 3.1 | Use inclusive teaching and learning approaches and resources to: <ul style="list-style-type: none"> • communicate key concepts • engage learners • meet individual needs of learners • manage the learning environment |
| | | 3.2 | Adapt teaching and learning approaches and resources to meet the: <ul style="list-style-type: none"> • individual needs of learners • specific learning environment |
| | | 3.3 | Collaborate effectively with peers and colleagues during team and solo teaching sessions |
| | | 3.4 | Maintain a comprehensive placement log, recording: <ul style="list-style-type: none"> • key observations • reflections • experiences during teaching practice |
| | | 3.5 | Manage workload using: <ul style="list-style-type: none"> • preparation and prioritisation • time management • delegation • responsiveness to change |

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| | | | <ul style="list-style-type: none"> • support and feedback |
| | | 3.6 | Comply with internal and external regulations, legislation, and guidance regarding: <ul style="list-style-type: none"> • recording, storing and sharing information relating to learners • safeguarding • professional duties and responsibilities |
| 4 | Be able to prepare learners for success | 4.1 | Develop strategies to support learners in understanding the wider context of their subject and take ownership of their own progress |
| | | 4.2 | Promote a sustainable development perspective within the subject area, raising awareness of environmental and social responsibility |
| | | 4.3 | Challenge and inspire learners to set and achieve ambitious educational goals |
| | | 4.4 | Support learners to develop: <ul style="list-style-type: none"> • autonomy and resilience • personal and interpersonal effectiveness • social awareness and respect for others • essential employability skills • solutions mindset • the ability to create change |
| 5 | Be able to communicate effectively with learners | 5.1 | Identify tailored communication strategies to meet diverse needs and preferences of learners |
| | | 5.2 | Establish and maintain clear standards of communication within the learning environment |
| | | 5.3 | Engage learners in meaningful dialogue and constructive discussions |
| | | 5.4 | Adapt communication style, method, and terminology to reflect the needs of the learners |
| | | 5.5 | Adhere to internal and external regulations, legislation, and guidance governing communication practices within the further education setting |
| 6 | Be able to manage and support learners | 6.1 | Implement effective strategies to create a safe, supportive, and inclusive learning environment. |
| | | 6.2 | Set and manage learner expectations and behavioural standards |
| | | 6.3 | Adapt teaching approaches to accommodate diverse learning styles and needs |
| | | 6.4 | Model a culture of mutual respect and understanding |
| | | 6.5 | Foster an environment that encourages learners to set challenging goals and objectives |
| | | 6.6 | Promote equality, diversity, and inclusion within the learning environment |
| | | 6.7 | Demonstrate adherence to safeguarding procedures and statutory provisions to promote welfare of all learners |
| 7 | Be able to provide effective feedback | 7.1 | Use a variety of methods to deliver comprehensive and effective feedback to learners |
| | | 7.2 | Provide timely and constructive feedback on learner assessments, offering specific guidance on areas of improvement and methods to enhance performance |

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| | | 7.3 | Implement learner-centred feedback strategies that encourage self-reflection and promote active learner involvement |
| | | 7.4 | Monitor learner progress and development through ongoing feedback, tracking improvements and addressing any persisting challenges with targeted guidance and support. |
| <p>Assessment requirements: Competence learning outcomes must be assessed in a teaching and learning environment. . Teaching placements should include both solo and team teaching.</p> <p>Range:</p> <p>1.1 schemes of work: minimum of 2. Could include course information, aims and objectives, unit/lesson breakdown, teaching methods, assessment strategies, resources, timetable, homework, technology, cross-curricular integration, inclusive teaching strategies, review and reflection, alignment with educational policies</p> <p>1.2 approaches and models of lesson planning could include Blooms Taxonomy, understanding by design, 5EE model, project-based learning, differentiated instruction, spiral curriculum, concept-based curriculum, problem-based learning</p> <p>1.3 lesson plans: minimum of 10 lessons plans</p> <p>2.1 collaborative activities: could include active participation in the following: observation of colleagues teaching practice, ideas exchange, sharing best practice, learning from colleagues experiences</p> <p>2.2 internal stakeholders: could include educational specialists, administrators, and support staff</p> <p>2.3 other sources of support: could include mentorship programmes, seminars, workshops, formal and informal training, internet research, publications, volunteering, networking, external organisations</p> <p>4.1 wider context: policy, economic, societal, technological, legal, cultural and environmental of the subject</p> <p>5.2 clear standards of communication: promoting an environment of open and transparent communication, mutual respect, active participation, cultural sensitivity, context awareness, inclusivity</p> <p>7.1 methods: verbal, written, assessment rubrics, face to face, via technology</p> | | | |

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| Title: | | Behaviour management in further education | |
| Unit reference number: | | Y/651/0491 | |
| Level: | | 5 | |
| Credit value: | | 10 | |
| Guided learning hours: | | 20 | |
| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
| 1 | Understand behaviour in further education settings | 1.1 | Explain a range of behaviours that may occur in a further education setting |
| | | 1.2 | Analyse factors that influence behaviour that may occur in further education settings |
| | | 1.3 | Evaluate the potential impact of behaviours on the overall educational experience |
| 2 | Understand legislation and organisational policies relating to managing behaviours in further education settings | 2.1 | Analyse legislation related to behaviour management in further education settings |
| | | 2.2 | Analyse organisational policies governing behaviour management in further education settings |
| 3 | Be able to apply theories of behaviour management | 3.1 | Explore key theories and models of behaviour management in further education |
| | | 3.2 | Apply behaviour management theories to the creation and maintenance of a conducive learning environment |
| | | 3.3 | Reflect on how theoretical knowledge informs personal approaches to behaviour management |
| 4 | Be able to apply strategies for effective behaviour management | 4.1 | Develop proactive and reactive strategies for managing behaviours in a further education setting |
| | | 4.2 | Implement inclusive and culturally responsive approaches to address diverse behavioural needs |
| | | 4.3 | Address inappropriate behaviour constructively and in line with company policy |
| | | 4.4 | Collaborate with colleagues and support staff to create a cohesive behaviour management plan |
| 5 | Be able to evaluate own practice in managing behaviours in further education settings | 5.1 | Evaluate the effectiveness of personal behaviour management practices |
| | | 5.2 | Identify strengths and areas for improvement in managing behaviours |
| | | 5.3 | Reflect on personal experiences and adapt strategies to enhance future behaviour management |
| Assessment requirements: Competence learning outcomes must be assessed in a teaching and learning environment. | | | |

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| Title: | | Professional development and reflective practice in further education | |
| Unit reference number: | | A/651/0492 | |
| Level: | | 5 | |
| Credit value: | | 8 | |
| Guided learning hours: | | 30 | |
| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
| 1. | Understand the importance of maintaining subject expertise | 1.1 | Explain the importance of maintaining subject expertise in own subject area |
| | | 1.2 | Explain how a deep understanding of the subject matter positively impacts learners |
| | | 1.3 | Identify strategies for staying current in own subject area through ongoing professional development and research. |
| 2. | Be able to develop and maintain continuous professional development | 2.1 | Evaluate personal strengths and areas for development through a reflective analysis and skills assessment |
| | | 2.2 | Seek feedback on performance from various sources |
| | | 2.3 | Devise and implement a comprehensive CPD plan incorporating short-term and long-term goals aligned with professional teaching standards and personal aspirations |
| | | 2.4 | Maintain a reflective CPD portfolio |
| | | 2.5 | Review and update the CPD plan in response to: <ul style="list-style-type: none"> • changes in educational policies • emerging pedagogical trends • personal professional growth objectives |
| 3. | Be able to apply theories and models of reflection to assess own practice in teaching and learning | 3.1 | Analyse theories and models of reflection and evaluation applicable to teaching and learning practices in further education |
| | | 3.2 | Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning |
| | | 3.3 | Analyse and propose strategies for enhancing personal practice in planning, delivering, and assessing inclusive teaching and learning in further education |
| <p>Assessment requirements: Competence learning outcomes must be assessed in a teaching and learning environment.</p> <p>Range:</p> <p>2.2 various sources: including but not limited to: learner, peer, supervisor/manager, employer, stakeholders, self-reflection, mentors</p> <p>2.4 CPD portfolio documenting the undertaken activities, their outcomes, and the subsequent impact on personal teaching approaches and strategies</p> | | | |

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| Title: | | Digital pedagogies for teaching and learning in further education | |
| Unit reference number: | | D/651/0493 | |
| Level: | | 5 | |
| Credit value: | | 9 | |
| Guided learning hours: | | 35 | |
| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
| 1. | Be able to manage digital delivery | 1.1 | Develop strategies for managing digital content delivery |
| | | 1.2 | Implement best practices for creating and maintaining a safe and inclusive digital learning environment |
| | | 1.3 | Plan and implement effective digital delivery methods for both face-to-face and remote teaching scenarios |
| 2. | Be able to use digital tools and technologies for teaching, learning and assessment | 2.1 | Select appropriate digital tools and technology based on specific learning objectives and the needs of diverse learners |
| | | 2.2 | Design and develop digital learning materials and resources that are inclusive and add value to learners |
| | | 2.3 | Use digital tools and technologies to create engaging and interactive teaching content that supports diverse learning styles and needs |
| | | 2.4 | Demonstrate use of digital tools for formative and summative assessment |
| 3. | Be able to evaluate own digital skills | 3.1 | Evaluate own digital skills |
| | | 3.2 | Explain the importance of digital literacy and how it enhances the teaching and learning experience |
| | | 3.3 | Plan opportunities to improve own digital skills |
| 4. | Understand the use of educational technologies | 4.1 | Evaluate a variety of educational technologies |
| | | 4.2 | Explain the potential benefits and limitations of different technologies for teaching and learning |
| | | 4.3 | Analyse emerging technologies and their application in education |
| <p>Assessment requirements: Competence learning outcomes must be assessed in a teaching and learning environment.</p> <p>Range:</p> <p>3.1 digital skills assessment of proficiency levels across specific digital competencies, including but not limited to: basic computer literacy (for example, file management, internet navigation, operating system familiarity), proficiency with productivity software (for example, word processing, spreadsheet manipulation, presentation design), competence in educational technology tools and platforms relevant to further education contexts (for example, learning management systems, digital assessment tools, interactive whiteboards), adaptability to new digital environments and technologies as they emerge in the further education sector</p> <p>4.1 educational technologies including software applications, online platforms, digital resources, and hardware devices used in further education settings</p> <p>4.3 emerging technologies such as artificial intelligence (AI), augmented reality (AR), virtual reality (VR)</p> | | | |