



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

Specification

The following documents must be read in conjunction with this specification:

- Level 5 Diploma in Teaching - Assessment Tasks and Assessment Related Resources
- Level 5 Diploma in Teaching - Supporting Resources

To be used from 1st August 2025

Ofqual Number: 610/4436/2

Ofqual Start Date: 01/09/2024

Ofqual Review Date: 31/07/2027

Ofqual Certification Review Date: 31/07/2028

SUMMARY OF CHANGES

Version and Date	Change Detail	Section/Page no.
Version 2 August 2025	Updated information on use of online synchronous delivery by the provider	Page 6
	Units added to rules of combination	Page 8
	Updated guidance on number of hours trainees can deliver online	Pages 12, 13 and 72
	Updated information on learner group sizes for teaching practice	Page 13
	Updated guidance on context of teaching practice	Page 13
	Updated information on support for trainees	Page 15
	Minor change to assessment task reference on Effective Digital and Online Pedagogies	Page 18
	New optional unit on quality	Page 57
	New optional unit on wellbeing	Page 63
	Summary of practice requirements table adjusted to reflect changes to online teaching practice	Page 70
	Additional resources referenced for new units	Pages 81 and 82
Version 3 October 2025	Extended Review Date	Front Page
Version 4 July 2026	Updated DfL Regulatory Information, ETF information and related links	Pages 9 and 10
	New DfE regulatory guidance	Page 17
	Links updated in Indicative Content for Wellbeing unit and Resources in Appendix 7	Pages 65-67 and 79-83

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and, in recent years, to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis – a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

Ascentis House
Lancaster Business Park
3 Mannin Way
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

TABLE OF CONTENTS

ASCENTIS LEVEL 5 DIPLOMA IN TEACHING (FURTHER EDUCATION AND SKILLS)

Introduction	6
Aims	6
Target Group	7
Regulation Codes	7
Rules of Combination	8
Guided Learning Hours (GLH) and Total Qualification Time (TQT)	9
Time Limit for the Process of Credit Accumulation and Exemptions	9
Recommended Prior Knowledge, Attainment and/or Experience	9
Age Range of Qualification	10
Opportunities for Progression	10
Mapping / Relationship to National Occupational Standards	10
Resources to Support the Delivery of the Qualification	10
Centre Recognition	10
Qualification Approval	10
Centre Training	10
Registration	10
Status in England, Wales and Northern Ireland	10
Reasonable Adjustments and Special Considerations	11
Enquiries and Appeals Procedure	11
Useful Links	11

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment	12
Practice Requirements	12
Micro-teaching	14
Academic writing	14
The final oral discussion	14
Support for Trainees – Tutorials, Mentoring and Local Support	15
The Use of Artificial Intelligence (AI) in Assessments	15
Verification	16
Internal Verification	16
External Verification	16
Knowledge, Understanding and Skills Required of Assessors, Internal Verifiers and Mentors	17
Tutor Guidance	17

UNIT SPECIFICATIONS

Effective Digital and Online Pedagogies	18
Learners and Learning	22
Professional Practice	25
Teachers and Teaching	31
Teaching My Subject	35
Action Research	40
Preparing for a Coaching Role in the Further Education and Skills Sector	43
Preparing for a Mentoring Role in the Further Education and Skills Sector	46
Preparing for a Personal Tutoring Role in the Further Education and Skills Sector	50
Preparing to Develop Learners' Employability Skills	54
Quality Assurance and Quality Improvement in the Further Education and Skills Sector	57

Understanding Behaviour Management in a Learning Environment	60
Understanding How to Promote Wellbeing within the Further Education and Skills Sector	63
Appendix 1: Summary Record of Achievement	68
Appendix 2: Summary of Practice Requirements for the Mandatory Units	70
Appendix 3: Additional Guidance to Clarify the Requirement for Teaching Practice Using Digital and Online Technologies	72
Appendix 4: Mapping of Mandatory Units to Level 5 Learning and Skills Teacher Occupational Standard	74
Appendix 5: Learning and Skills Teacher Occupation duties and mapping to knowledge, skills and behaviours	76
Appendix 6: Glossary	77
Appendix 7: Resources to Support the Delivery of this Qualification	79
Appendix 8: Level 5 Descriptors	84

ASCENTIS LEVEL 5 DIPLOMA IN TEACHING (FURTHER EDUCATION AND SKILLS)

Introduction

The Ascentis Level 5 Diploma in Teaching (Further Education and Skills) is appropriate for teachers, tutors, trainers, lecturers and instructors who may be working, or wish to work, within the Further Education and Skills (FES) sector, for example in a Further Education (FE) college, Community Learning and Skills Provider, Offender Learning or Independent Training Provider.

This qualification has been developed in line with the nationally agreed framework for the full teaching qualification for the FES sector and maps to the employer-devised Occupational Standards for the Learning and Skills Teacher (Level 5). The occupational standards were developed by a trailblazer group comprising employer representatives from across the FES sector and were approved by the Institute for Apprenticeships and Technical Education (IfATE).

This new qualification has been developed for those working or intending to work in the FES sector and to meet the Occupational Standards. This is a subject-specific qualification and will allow trainee teachers (trainees) to teach their subject within the FES sector. The aim of the L5 Diploma in Teaching is to prepare trainees for working across the FES sector. It should therefore be noted that the qualification is not intended to solely validate competence in a trainee's practice in a current area of work, but to ensure they have wider experience of the sector.

This qualification replaces the Ascentis L5 Diploma in Education and Training from September 2024.

There are several features of this qualification that make it very appropriate for its target audience:

- Verification and certification can be requested throughout the year, allowing maximum flexibility for centres.
- Delivery can be flexible and can be a mix of classroom-based, practical and blended learning. Providers can deliver up to a maximum of 100 hours using online synchronous delivery.
- Evidence can be generated within a wide range of organisations in the FES sector, allowing the qualification to meet the specific occupational requirements of the trainees.
- Completion of the qualification ensures achievement of all the Occupational Standards for the Learning and Skills Teacher.
- Completion of the qualification should allow trainees to move within the FES sector in the future.
- Choice of optional units allows for a more tailored course to suit trainee needs and adds value and breadth to the qualification.

Aims

The overall aims of the qualification are to enable trainees:

- 1 To be able to deliver effectively within their own subject area.
- 2 To understand their learners and learning theory.
- 3 To understand the roles and responsibilities of a teacher.
- 4 To develop their own professional practice in relation to teaching and learning.
- 5 To understand and use effective online pedagogies.
- 6 To prepare trainees for working across the FES sector.

Target Group

This qualification is aimed at a varied audience, including:

- Pre-service and in-service trainees who need a teaching qualification which gives competence against the occupational standards for the Learning and Skills Teacher.
- Trainees working or wishing to work within the FES sector including, Further Education (FE) colleges, Community Learning, Offender Learning, Skills Provider, Independent Training Provider.

Regulation Codes

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

Qualification Number (Ofqual): **610/4436/2**

Rules of Combination

The rules of combination follow guidance provided by the Education and Training Foundation (ETF) for the qualification structure.

ASCENTIS LEVEL 5 DIPLOMA IN TEACHING (FURTHER EDUCATION AND SKILLS)				
Minimum credits: 120 Minimum credit value at level of qualification or above: 90				
Group A – Mandatory Units Credit (from Group A) Mandatory Units: 90				
Title	Level	Credit Value	GLH	Unit Reference
Effective Digital and Online Pedagogies	5	15	50	K/651/2331
Learners and Learning	5	15	50	L/651/2332
Professional Practice	5	30	70	M/651/2333
Teachers and Teaching	5	15	50	R/651/2334
Teaching My Subject	5	15	50	T/651/2335
Group B – Optional Units Minimum credit (from Group B) Optional Units: 30 Minimum optional credit at level 4 and/or level 5: 30				
Action Research	5	15	45	Y/651/2336
Preparing for a Coaching Role in the Further Education and Skills Sector	4	5	15	A/651/2337
Preparing for a Mentoring Role in the Further Education and Skills Sector	4	5	15	D/651/2338
Preparing for a Personal Tutoring Role in the Further Education and Skills Sector	4	5	15	F/651/2339
Preparing to Develop Learners' Employability Skills	4	15	45	K/651/2340
Quality Assurance and Quality Improvement in the Further Education and Skills Sector	4	15	45	A/651/7053
Understanding Behaviour Management in a Learning Environment	5	10	30	L/651/2341
Understanding How to Promote Wellbeing within the Further Education and Skills Sector	4	15	45	D/651/7054
Credits from other units Not applicable in this qualification.				
Credits from equivalent Units: Not applicable in this qualification.				
Credits from exemptions: Not applicable in this qualification.				
Barred combinations: None.				

NB: Full qualification achievement only. Unit certification is currently not available for this qualification and trainees must satisfactorily complete all units before a certificate can be issued

Depending on demand for the qualification, further optional units may become available.

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is a minimum of 360. The maximum guided learning hours will be determined by the optional units selected.

Total Qualification Time (TQT)

The total qualification time for this qualification is a minimum of 1200 hours.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. There are no exemptions. There is no credit transfer or RPL from previous qualifications.

Recommended Prior Knowledge, Attainment and/or Experience

As part of the selection process for entry onto this qualification programme, all potential trainees must be interviewed and undertake an initial assessment in English, mathematics and digital skills. Additionally, all trainees must be assessed for their potential to teach in the FES sector and their chosen subject. All trainees must be assessed for their suitability to teach in relation to safeguarding, and evidence must be available that this has taken place. These assessments may differ depending on whether the trainee will be in-service or pre-service.

All trainees must:

- have proof of a level 2 qualification in English and mathematics before starting the Diploma in Teaching qualification
- have shown their potential as a teacher
- have shown their suitability as a teacher in relation to safeguarding.

Trainees intending to teach within **technical and vocational** areas must:

- be well qualified **and** experienced in their chosen vocational subject area – they should hold a relevant professional or industry-recognised qualification and have significant experience of working within their sector.

Trainees intending to teach an **academic-based subject** will generally be expected to:

- hold a degree in a relevant subject, although this may be at the discretion of providers and employers.

There is a general expectation in the sector that employers will expect teachers of any subject or vocational area to be qualified to at least one level above the highest level at which they will teach.

The selection process should be rigorous and enable potential trainees to demonstrate their aptitude and ability against clear criteria. Comprehensive evidence must be provided in the final trainee portfolios to indicate how trainees were judged as suitable candidates for the qualification.

This must include:

- proof of a level 2 qualification in English and mathematics
- proof of a relevant subject qualification
- results of initial assessment of English, mathematics, and digital skills
- evidence of interview.

This may also include:

- application forms
- references
- micro-teach observation notes/recordings.

More information on the essential requirements around English, mathematics and digital skills and the selection of potential trainees, including safeguarding issues and health considerations, can be found in the Department for Education (DfE) online document 'Delivery guidance for courses of further education initial teacher education'. Centres are strongly advised to read this document prior to recruitment of trainees. It is the centre's responsibility to ensure that trainees are suitable candidates to become teachers, including carrying out DBS checks as appropriate.

<https://www.gov.uk/government/publications/further-education-initial-teacher-education/delivery-guidance-for-courses-of-further-education-initial-teacher-education>

All trainees must record their development needs and, where applicable, agree an action plan to address them.

Age Range of Qualification

This qualification is suitable for people aged 19+.

Opportunities for Progression

Trainees who successfully achieve the Diploma in Teaching (Further Education and Skills) will be eligible to work towards 'Qualified Teacher, Learning and Skills' (QTLS) status via the Society for Education and Training (SET), which is a part of the Education and Training Foundation (ETF).

<https://etfoundation.co.uk/membership/status/qualified-teacher-learning-skills-qtls/>

They may also develop their skills further through using the ETF Professional Standards and digital skills professional development.

[Professional Standards \(et-foundation.co.uk\)](https://etfoundation.co.uk/professional-standards)

<https://etfoundation.co.uk/professional-development/etf-offer-by-topics/digital-skills/>

Mapping / Relationship to National Occupational Standards

The Diploma in Teaching (Further Education and Skills) is based on the Learning and Skills Teacher Occupational Standard (Level 5). Trainees successfully achieving the Diploma will meet all the knowledge, skills and behaviours from this standard.

Resources to Support the Delivery of the Qualification

Supporting resources can be found in the two Ascentis documents: 'Assessment Tasks and Assessment Related Resources' and 'Supporting Resources'.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Centre Training

Once approved, Ascentis will deliver training free of charge to support you with the delivery, assessment and internal quality assurance processes for this qualification. This training is mandatory due to the complexity of the qualification, the centre assessed units and the final oral assessment. All relevant centre staff must be fully aware of the requirements of the qualification. This training must take place before your centre staff carry out any assessments. Trainees cannot be registered until the centre training is complete. All staff involved in the delivery, assessment and IQA of the qualification (and those that have been listed on the centre recognition / qualification approval forms) must attend training. Participation in the Ascentis-delivered training is encouraged for all relevant staff, but in exceptional circumstances where some staff are unable to attend, training must be cascaded within the centre and evidence of this must be available for quality assurance upon request.

Registration

All trainees must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee; please refer to the latest version of the Ascentis Product Catalogue. Trainees must be registered prior to being assessed.

Status in England, Wales and Northern Ireland

These qualifications are available in England. They are only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For trainees with particular requirements, reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any trainee suffering illness, injury or indisposition. It is the centre staff's responsibility to ensure that trainees are suitable to train as teachers and are able to complete assessments at Level 5. Full details of reasonable adjustments and special considerations are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

The assessment for the Ascentis Level 5 Diploma in Teaching (Further Education and Skills) consists of the following:

1. Completion of **all five mandatory units**, totalling 90 credits, via **Ascentis set assessment tasks** which are mapped against criteria directly linked to the occupational standards for the Level 5 Learning and Skills Teacher. Trainees must successfully achieve **all** criteria and, therefore, all occupational standards in order to gain the Diploma.
2. Completion of a choice of **optional units**, minimum 30 credits, which form an important part of the qualification and add value to the trainee experience and knowledge. These are also assessed by **Ascentis set tasks** and must be achieved in order to gain the Diploma.
3. Completion of **250 hours** of **placement activity**, of which at least **150 hours** are **teaching practice**. This teaching practice will be documented, and trainees will have at least **10 observations** of teaching, each lasting a minimum of **45 minutes**. Trainees without the required number of hours of placement and teaching activity will be unable to complete the Diploma.
4. Finally, all trainees must complete a **30-minute oral discussion** relating to any aspects of professional practice. The final judgement of this will be that the trainee has or has not met the Occupational Standards. **This can only take place once all mandatory and required optional units are successfully completed and the placement and teaching activity complete. The unit 'Professional Practice' will be completed apart from the oral discussion.**

Trainees will present assessment tasks and evidence from placement activity within a portfolio of evidence prior to the oral discussion.

Most of the assessment will be carried out internally by the centre team. The oral discussion will require an assessor from the centre qualification teaching team and a qualified teacher from the trainee's main teaching placement. In cases where the assessment decision of any assessment is not a pass, feedback will need to give an indication of which criteria have not been met and where the candidate needs to provide extra evidence. Assessor feedback may identify general areas for improvement but must not identify the specific amendments a trainee needs to make to their work.

All assessments must be available for both internal and external quality assurance. Assessments must be internally verified by the centre and externally verified by Ascentis.

On completion of the trainees' evidence for the full Diploma, the assessor is required to complete the Summary Record of Achievement for each trainee. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a trainee has taken units at different levels. The Summary Record of Achievement form is provided in [Appendix 1](#).

Centres are required to retain all evidence from all trainees for external verification and for four weeks afterwards in case any appeal is made.

Practice Requirements

Practice requirements for the Level 5 Diploma in Teaching are based on DFE requirements and expectations.

Practice hours

In order to successfully achieve the Diploma, trainees must complete **250 hours** of **placement activity**. At least **150 hours** of this must be **teaching practice**. The remaining **100 hours** of **'professional practice'** may include activities such as team meetings, planning, interviews, tutorials with learners, additional learning support, assessment meetings, observations, provider continuous professional development (CPD), etc. The purpose of these professional practice hours is to gain experience of the wider activities of a teacher working in the FES sector.

The 150 hours of teaching practice must include at least 100 hours in the trainee's main subject specialism. The 100 hours of practice in the main subject specialism must include 80 hours of face-to-face delivery. The other 20 hours of practice in the main subject specialism can be either face-to-face or online synchronous delivery. The

other 50 hours of teaching practice can be either in the trainee's main subject specialism or secondary subject specialism. These 50 hours of practice are additional to the 100 hours and must include: 2 hours of online synchronous delivery and 2 hours of face-to face delivery using digital and/or online technologies; 16 hours of **either** online synchronous delivery **or** 16 hours of face-to face delivery using digital and/or online technologies and a further 30 hours of face-to-face delivery.

The 150 hours of teaching practice are linked to 3 of the mandatory units of the qualification. Please refer to the table in [Appendix 2](#) for full details of the specific requirements for each unit.

DfE guidance

DfE guidance for the qualification states that ITE programmes are expected to equip trainee teachers with knowledge and skills required to deliver quality lessons remotely and online, and that priority should be given to providing opportunities for trainees to practise these skills through delivery of part of their teaching practice online. Trainees must therefore complete sufficient online delivery to gain competence and meet all the relevant assessment criteria. At least one teaching observation must be of the trainee carrying out online synchronous delivery in order to confirm competence. If this observation is insufficient to prove competence, then another opportunity must be given.

Additionally, DfE advises that the majority of a trainee's teaching practice hours and non-teaching activities must be within the FES sector. If a trainee teaches some higher education (HE) provision within a further education (FE) setting, then it would be appropriate for that trainee to gain experience of both FE and HE provision. In this instance, up to **60 hours** of teaching practice may be of HE provision within an FE setting, and up to 40 hours of the non-teaching activities can be related to HE provision within an FE setting. Teaching practice and non-teaching activities cannot include delivery of HE provision within an HE setting. If a trainee spends the majority of their time delivering HE provision, then they should consider an alternative qualification.

Group sizes

It is anticipated that trainees may have a mix of learner group sizes throughout their teaching practice. The minimum group size for all lessons counted towards the 150 hours of teaching practice is 4 learners. However, for observed lessons counted toward the observation requirements, there must be a minimum of 10 learners for the majority of these lessons. Please see the group size requirement for observations of teaching below. One-to-one sessions such as tutorials cannot be counted as teaching hours, although they can be counted towards the hours for non-teaching activities.

Placement locations

It is a requirement that placement activities must take place in a **minimum of two locations**. The majority of hours will be completed at the main/first placement. A minimum of 20 hours must be completed at the secondary location, ideally at a different provider. If it is not possible to find another provider, in extreme cases and where a trainee is at a large provider, these 20 hours could be within a different subject area and/or at a different venue within the same provider. **Please note:** these 20 hours do not have to be teaching but could be in the form of 'professional practice' activities.

Assessed observations of teaching

Assessment of teaching practice is a mandatory part of the Diploma. Some mandatory units require observations as part of the assessment (see unit assessment tasks in the Assessment Tasks and Assessment Related Resources document), but observations should be assigned as follows:

- Effective Digital and Online Pedagogies – 2
- Learners and Learning – no linked observations
- Professional Practice – 2
- Teachers and Teaching – no linked observations
- Teaching My Subject – 6

Please see the 'Summary of Practice Requirements for the Mandatory Units' table in [Appendix 2](#) to this specification for an overview of what practice is required in each mandatory unit.

There must be a **minimum of 10 assessed observations** of practice of at **least 45 minutes duration each**. Up to **two observations** can be of online synchronous **delivery**. These are attached to the following units: Teaching My Subject (one optional observation) and Effective Digital and Online Pedagogies (one mandatory observation). The observer must be online simultaneously when observing this delivery. Additionally, **one** other face-to-face lesson may be **observed remotely** (i.e. the observer does not need to be physically present but must observe

the lesson as it takes place). Also, appropriate arrangements must be made for prompt feedback and discussion as usual. Please note that observations of a recorded session are not suitable as part of the 10 formal observations but could be used as a learning tool. The **majority** of the **10 observed sessions** must be to a group of at **least 10 learners**, i.e. at least 6 of the 10 observations. Observations must be conducted by the provider course tutor and/or the subject specialist/placement mentor. All staff carrying out assessed observations must be appropriately qualified and experienced as specified on page 17 of this specification.

Assessment of teaching practice has two aims: firstly, to be developmental, giving feedback to the trainee on where and how they can improve their practice; secondly, to establish that the trainee is teaching at the level expected in the occupational standards. Earlier observations may be more developmental, with later observations meeting more of the standards; however, the identified standards for each unit must be met overall. Observations should be spaced at regular intervals throughout the course to allow time for trainee reflection and development.

Completion of required hours of practice and final oral discussion

If a trainee does not complete the required 150 hours of teaching practice within the duration of the course, the opportunity to make up the required number of hours should be provided by an agreed deadline. In these circumstances, the final oral discussion cannot take place until the teaching practice hours are completed. The award of the Diploma will be withheld until the teaching practice and the final oral are completed.

Micro-teaching

The use of micro-teaching for development of trainee teaching skills and discussion with peers is extremely important and is encouraged. However, micro-teaching cannot be used as one of the assessed observations for this qualification. Please use the activity for development only.

Academic writing

There should be an emphasis from the start of the delivery on the requirement for trainees to meet the Level 5 descriptors as well as the unit-specific criteria. The Level 5 descriptors relate to academic writing skills that trainees need to develop and demonstrate throughout the course. Please see the Level 5 descriptors in [Appendix 8](#). Further information can be found in the Assessment Tasks and Assessment Related Resources document.

The final oral discussion

This can only take place once **all** other assessments, teaching practice, teaching observations and placement hours are satisfactorily completed. The portfolio must be complete apart from the oral, and it will be used as a basis for the discussion. The oral discussion is an assessment. It should be conducted in person by **two** qualified teachers – one from the provider teaching team and another from the trainee's main placement. These two people will share the questioning and agree a final result. This oral assessment **must be recorded** in audio format and written notes for both internal and external verification purposes. This evidence must be placed in the trainee portfolio. Example questions and a written note record sheet are provided in the Assessment Tasks and Assessment Related Resources document.

Support for Trainees – Tutorials, Mentoring and Local Support

It is highly recommended that all trainees have one formal tutorial with a course tutor at least once per term. A sample pro forma for a trainee individual learning plan and tutorial record can be found in the Supporting Resources document.

In addition to the support of the course tutor, all trainees must have the support of **two staff** at their placement.

Subject specialist – this person must be a trained teacher and teaching in the trainee's subject area. This is so that the trainee can access subject-specific support. This person must have time to support the trainee (recommended 30 minutes per week) and, additionally, time to engage in assessment, particularly of the subject-specific element.

Local pastoral support – this person must also be a trained teacher and be able to give more general areas of advice and support. This mentor may support more than one trainee in a placement. This mentor also needs time (recommended 30 minutes per trainee, per week) to support the trainee. They should liaise with the provider regarding ongoing trainee progress. Where the placement is small and resources insufficient, this mentoring role can be fulfilled by a member from the provider as long as sufficient additional time is allocated to this role.

Trainees should not be expected to find their own mentor. For in-service courses, the employer should be part of the process to agree a suitable mentor from the organisation. For pre-service courses, it is the responsibility of the course provider. It is the responsibility of the course provider to ensure the suitability of all mentors and that trainees have sufficient support from these mentors.

All centres delivering this qualification are required to provide adequate training to all subject-specialist and local pastoral support mentors to ensure they are able to meet the needs of the trainees. This training is the responsibility of the centre and will be checked at external verification. The ETF some professional development courses related to mentoring which may be of use:

<https://etfoundation.co.uk/search?search=mentoring>

The DfE currently funds a programme of work for mentoring in further education through Cognition Learning Group: [Cognition Learning Group's Further Education Tutor Mentoring Programme \(cognitionmentoringprogrammes.com\)](https://cognitionmentoringprogrammes.com)

Recording mentor support – please note that it is a requirement that all mentor support is logged, and a record made of meetings, key action points, etc. This log should be kept in trainees' portfolios and updated accordingly. Please see the Supporting Resources document for an example of a mentor record sheet. Trainees must have evidence of a minimum of 3 formal meetings with each mentor (6 formal meetings in total) in their portfolio. It may be necessary for the trainee to have more formal meetings, depending on the progress of the trainee. It is not essential that meetings additional to the minimum of 6 are included in the portfolio. Other trainee-mentor interactions should be captured on a log of activities. It is envisaged that some interactions will be face to face, some online and some by telephone. Please see the Supporting Resources document for an example of a mentor log.

Additional support for trainees – the Society for Education and Training (SET) membership. SET offers free student membership for trainee teachers for the duration of their studies on the Level 5 Diploma in Teaching. It also supports ITE providers to raise awareness of the professional formation programme to gain QTLS.

[QTLS guidance for initial teacher educators | Society for Education and Training](#)

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the trainee. All trainees must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All trainees must cite the use of AI in their assessments where this is allowed.

Verification

Internal Verification

Internal verification activity should take place at regular intervals throughout the course, not just at the end. It should consist of a variety of activities that check the robustness of the assessment of the course. This should include internal verification of completed assessment tasks, assessed observations of practice and of the final recorded or live 30-minute oral discussion. Records of verification must be kept, including an audio recording and written notes of the final oral discussion.

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Ascentis offers free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. The dates for this training are on the Ascentis website. Please book via the login section of the website: www.ascentis.co.uk.

To request further information, please contact the Ascentis Quality Assurance Team: (qualityassurance@ascentis.co.uk).

External Verification

Recognised centres will be verified in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements.
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification.
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment.

External Quality Assurers will usually do this through discussion with the assessment and Internal Quality Assurance staff; verifying a sample of trainees' evidence; talking to trainees; and reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors, Internal Verifiers and Mentors

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

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

- A teaching qualification at Level 5 or above
- Evidence of relevant teaching experience in an education and training context
- Evidence of carrying out assessments and giving comprehensive feedback
- Access to appropriate guidance and support
- On-going participation in Continuing Professional Development (CPD) activities, including related programme quality assurance practices

In addition, all persons involved in assessment of the final **30-minute oral discussion** must have a minimum of **2 years** experience of delivery and assessment of teacher training.

Subject-specialist mentors must have the following: a teaching qualification, a recognised qualification in a relevant subject, current teaching experience in the trainee's subject area and experience of assessing and giving feedback. Experience or a qualification in mentoring is desirable, but not essential.

Local pastoral support mentors must have the following: a teaching qualification and current teaching experience in any subject within FES, knowledge of the wider role of working in the FES sector, and experience of a variety of roles and tasks. Experience or a qualification in mentoring is desirable, but not essential.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes and must be confident to give feedback to assessors on their practice. In addition, Internal Quality Assurers need good knowledge of the qualification, and must have a teaching qualification themselves and some experience of delivery on teacher training qualifications.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications. This includes training and support for mentors.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis website.

Tutor Guidance

Further information and guidance for course tutors and assessors can be found within the Assessment Tasks and Assessment Related Resources document.

New DfE Regulations and Guidance 2026: The DfE has brought out some new requirements effective from academic year 2026/27. This includes the new requirement to register to deliver the Ascentis Level 5 Diploma in Teaching (FES) and the requirement to provide data. The overall link to this information is here:

<https://www.gov.uk/government/publications/further-education-initial-teacher-education>

The new **curriculum content guidance** can be found via the link below. It is strongly recommended that all centres read this document thoroughly before planning the delivery of the qualification.

<https://www.gov.uk/government/publications/further-education-initial-teacher-education/curriculum-content-guidance-for-courses-of-further-education-initial-teacher-education>

Delivery guidance can be found at:

<https://www.gov.uk/government/publications/further-education-initial-teacher-education/delivery-guidance-for-courses-of-further-education-initial-teacher-education>

The Further Education (Initial Teacher Training) Regulations 2026 – please see link below to this regulation.

<https://www.legislation.gov.uk/uksi/2026/382/contents/made>

UNIT SPECIFICATIONS

Unit Title: **Effective Digital and Online Pedagogies**

Unit Reference Number: **K/651/2331**

Credit Value of Unit: 15

GLH of Unit: 50

Level of Unit: 5

Introduction

The purpose of this unit is to provide the trainee with knowledge, understanding and skills relating to delivering learning using digital and online technologies. It includes understanding the pedagogical theories that can be applied to digital practice and involves consideration of any potential barriers and how to overcome them. It covers the organisational policies and procedures that need to be followed when using digital technologies, including how to keep learners safe. It also allows trainees to identify and develop their own personal digital skills.

KNOWLEDGE	Assessment Criteria	Assessment
K1	Explain ways in which pedagogical theories can be applied when delivering through digital and online technologies.	Task 3A 1, 2, 3 & 4 Task 3B 1, 2 & 3
K10	Explain how to promote and foster a safe and supportive learning environment when delivering through digital and online technologies.	Task 3A 1, 2, 3 & 4 Task 3B 1, 2 & 3
K11	Analyse ways in which teaching, learning and assessment can be adapted to overcome barriers to learning when delivering through digital and online technologies.	Task 3A 1, 2, 3, 4 & 7 Task 3B 1, 2, 3 & 6
K14	Summarise requirements and implications of organisational policies and procedures relating to using digital technologies and delivering online.	Task 2
K19	Identify ways to access personal and professional development, and maintain the currency of own personal digital skills.	Task 1
K20a	Analyse the application of advances in digital, online and emerging technologies in the teaching environment.	Task 3A 1, 2, 3, 4 & 7 Task 3B 1, 2, 3 & 6
K20b	Summarise principles of digital and online safety.	Task 3A 1, 2, 3, 4 & 7 Task 3B 1, 2, 3 & 6
SKILLS	Assessment Criteria	Assessment
S2	Identify, consider and take steps to minimise the impact of barriers to learning when delivering through digital and online technologies.	Task 3A 1, 2, 3, 4, 5, 6 & 7 Task 3B 1, 2, 3, 4, 5 & 6 Task 3C
S17	Comply with internal and external regulations, legislation and guidance when delivering through digital and online technologies.	Task 3A 5&6 Task 3B 4&5 Task 3C
S19	Engage learners to establish standards of behaviour, mutual respect and safe working when participating in digital and online learning.	Task 3A 1, 2, 3, 4, 5, 6 & 7 Task 3B 1, 2, 3, 4, 5 & 6 Task 3C
S20	Challenge learners to address inappropriate behaviour or viewpoints when participating in digital and online learning.	Task 3A 5,6& 7 Task 3B 4, 5 & 6 Task 3C

S21	Continually update and maintain own personal digital knowledge and skills as part of managing their own continual professional development (CPD).	Task 1
S24	Act within the statutory frameworks which set out their professional duties and responsibilities relating to using digital technologies and delivering online.	Task 3A 5&6 Task 3B 4&5 Task 3C
S25	Use innovative and up-to-date digital and online technologies safely to enhance teaching, learning and assessment.	Task 3A 5, 6 & 7 Task 3B 4, 5 & 6 Task 3C
BEHAVIOURS	The trainee will show the following behaviours:	Assessment
B2	Underpinning their practice by reference to professional standards and evidence-based teaching and learning.	Task 4
B3	Commitment to continuous professional development.	Task 4
B4	Acting in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders.	Task 4
B5	Acting in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries.	Task 4

NB: The first column refers to the related Learning and Skills Teacher occupational standard. The final column identifies how the evidence for the criteria will be provided.

Successful completion of all tasks for this unit contributes evidence towards the following duties from the Learning and Skills Teacher occupational standard: 3, 4, 5, 6, 7, 8 & 9.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. K1 How traditional theories such as constructivism and behaviourism can be applied to online teaching and learning. The DADDIE Model for blended learning (Design, Analyse, Design, Develop, Implement, Evaluate) and its use for curriculum design. Blooms Taxonomy (Digital) and its use to design activities and assessments that challenge students to move from basic skills to higher-order thinking. How Gagne's 9 events of Instruction can be used to enhance student online learning, e.g. by following each instruction in a sequential order when planning and creating online content. The Display, Engage, Participation Model and its use in identifying what must be taught and what ought to be independently learned. How the model can be used to promote independent learning- When digital learning is and is not appropriate. The SAMR Model (Substitution, Augmentation, Modification, Redefinition) and how this framework allows a teacher to assess how they are using technology in teaching and how technology can enhance instruction. Constructivism and its use in facilitating communication between learners and the teacher, and between learners, e.g. contributing to online forums and creating collaborative documents. Application of behaviourist principles to digital learning, e.g. repetition of information, regular assessment reinforcement by providing regular feedback. Application of social learning theory to digital learning, e.g. how people learn by observing others, providing opportunities to learn via collaborative activities (e.g. via break-out rooms). Application of cognitive load theory to digital learning, e.g. designing learning opportunities to reduce the reliance on working memory and ensure learners are not overloaded, providing online learning guidance for learning activities with opportunities for practice and feedback.

Use of Fitt's Law to enhance the design process.

Use of Hick's Law to simplify the decision-making process for learners.

Use of Jacob's Law to familiarise learners with online learning.

K10; S19; S20

Safe and supportive online learning environment – promoting inclusive practice; providing support; encouraging professional behaviour; ensuring the welfare of learners; encouraging support amongst peers; listening to learners and encouraging learners to listen to one another; safeguarding; consideration of appropriate health and safety, including the use of visual display equipment.

Standards of behaviour, e.g. being supportive of others; honesty and integrity; showing respect; listening.

Promoting standards of behaviour, e.g. creating a code of conduct; promoting netiquette; engaging in open and relevant communication.

Inappropriate behaviour, e.g. disruption; angry or aggressive communication; harassment; threats; bullying; over-sharing; gesturing non-verbally; non-compliance; lack of productivity.

K11; S2

Barriers to learning, e.g. digital literacy; previous experience; lack of motivation; user design and experience; lack of support; lack of structure; connectivity; equipment; accessibility; assistive technologies.

Ways to address barriers to learning, e.g. provide opportunities to develop digital literacy; use user experience models during the design process; introduce additional support; create structured online learning with clear instructions; ILT infrastructure; additional resources and equipment; use accessibility tools; identify suitable assistive technologies.

K14; S17; S24

Key requirements and implications of organisational policies and procedures relating to online learning, e.g. ILT-related policies; social media policies; remote-learning policies; policies relating to the use of artificial intelligence (AI); assessment policies; equality, diversity and inclusion policies; information assurance policies.

Key requirements of and implications for online learning of external regulatory bodies and frameworks relating to online learning, e.g. Ofqual, Awarding Organisations, Quality Assurance Agency for Higher Education (QAA), Office for Students (OfS), Ofsted Education Inspection Framework, UK Digital Strategy, Essential Digital Skills Framework, Education and Training Foundation (ETF) Digital Framework, GDPR.

Professional duties and responsibilities related to online learning, e.g. inclusion of and safety of all learners. Meeting individual learning needs.

K19; S21

Ways to access professional development – courses, webinars, conferences, searching online for development opportunities; developing a professional network; mentor support; wider reading; shadowing colleagues; observation.

Maintaining currency of digital skills – ETF Enhance Digital Platform; HE allaboard; Duke of York Digital Award (iDEA); Jisc Digital literacy and digital capabilities; ETF Digital teaching professional framework; UKFEChat; Futurelearn.

K20; S25

Application of emerging technologies, e.g. artificial intelligence, augmented reality, virtual reality, learning analytics, mobile learning, gamification, internet of things. The benefits and drawbacks of this new technology within teaching, learning and assessment, including how artificial intelligence can affect aspects of assessment, both positive and negative.

Application of online tools in virtual learning environments, e.g. digital assessment tools, online social collaborative tools, videos, podcasts, digital learning objects.

Principles of digital and online safety, e.g. being aware of potential threats such as security threats, cyber bullying, phishing of personal data, harmful contact; recognising and using safe websites and networks; using virus and identity protection; using multi-factor / two-factor authorisation; using and protecting strong passwords; using privacy settings; being cautious about using free WiFi; following agreed codes of conduct; obtaining consent to use others' content. Monitoring own digital footprint.

Assessment Method – please see the separate L5 DiT Assessment Tasks and Assessment Related Resources document for set Ascentis assessment tasks.

Please note that this unit does not appear in any other Ascentis qualifications.

UNIT SPECIFICATIONS

Unit Title: **Learners and Learning**
Unit Reference Number: **L/651/2332**

Credit Value of Unit: 15

GLH of Unit: 50

Level of Unit: 5

Introduction

The purpose of this unit is to provide the trainee with knowledge and understanding relating to pedagogical learning theory and how it can be applied to practice. It covers the process of getting to know learners via initial and diagnostic assessment and how this informs planning. It includes how to set outcomes for learners and how to enable them to become involved in their own progress. It covers how learning can be adapted to overcome potential barriers, and identifies a range of support available in relation to learner health, wellbeing and safeguarding.

KNOWLEDGE	Assessment Criteria	Assessment
K1a	Summarise pedagogical theories relevant to learning.	Task 1
K1b	Explain how pedagogical theories relevant to learning can be applied to practice.	Task 1
K7	Explain how to implement ongoing initial and diagnostic assessment to inform planning and progression.	Task 2
K8	Review techniques to involve learners in taking ownership of their own progress.	Task 3
K11	Analyse ways in which teaching, learning and assessment can be adapted to overcome barriers to learning.	Task 4 F
K12	Identify points of referral available to support learners with health, wellbeing and safeguarding.	Task 5
SKILLS	Assessment Criteria	Assessment
S2	Identify, consider and take steps to minimise the impact of barriers to learning.	Task 4 F
S5	Encourage learners to set challenging goals.	Task 4 E
S10	Identify and set outcomes to enable each learner to achieve or exceed targets.	Task 4 D
S12	Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey.	Task 4 A, B & C
S13	Encourage learners to develop: autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change.	Task 4 E
S15	Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions.	Task 5
BEHAVIOURS	The trainee will show evidence towards the following behaviours:	Assessment
B1	Resilience and adaptability when dealing with challenge and change, maintaining focus and self control.	Task 6
B4	Acting in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders.	Task 6
B5	Acting in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity, and champion British values within professional boundaries.	Task 6

NB: The first column refers to the related Learning and Skills Teacher occupational standard. The final column identifies how the evidence for the criteria will be provided.

Successful completion of all tasks for this unit contributes evidence towards the following duties from the Learning and Skills Teacher occupational standard: 1, 2, 3, 4, 5, 6, 7, 8 & 9.

Please be aware that the indicative content supplied below is a suggested guide only.

All Ks (In part)

Getting to know your learners, e.g. breadth of learners, such as learners returning to education; unemployed learners; learners with special educational needs and disabilities; learners whose native language is not English; 14–16 year old learners; 16–18 year old learners; 19+ learners/adults; learners' journeys into FES, such as previous educational experiences, previous qualifications, previous and current employment roles, reasons for attending, hopes and aspirations.

K1a & K1b

Definitions of methods and practices of teaching relevant to learning: pedagogy, andragogy and heutagogy. Theories of learning and how learners learn: Psychological and educationalist theories of learning: behaviourism e.g. Pavlov, Skinner, cognitive theories, e.g. Gagne, Piaget, constructionist theories, e.g. Vygotsky, Dewey, Bruner, social learning, e.g. Bandura, humanistic, e.g. Maslow, Rogers, experiential learning, e.g. Kolb, Dewey, connectivism, e.g. Thorndike, Siemens, transformative learning, e.g. Mezirow. Neuroscience: How memory functions and enables learning and understanding, e.g. structure and functioning of the brain, short-term and long-term memory, development of schemata, retrieval and recall of memory, neuroplasticity, sticky learning, cognitive load theory. Role and currency of research and evidence, e.g. credibility, reliability, timeliness and modifications, relevance, purpose, peer review.

K7, S10, S12

Initial and diagnostic assessment including: role of initial and diagnostic assessment in agreeing individual learning goals; assessment tools and methodologies, e.g. assessment of English, mathematics and digital skills, vocational skills, individual learning needs; ways of collecting and recording information on learning goals and individual needs; using initial and diagnostic assessments to form individual learning plans including differentiated support; target setting, e.g. SMART targets.

K8, S5, S13

Ways to encourage learners to be independent and aim high, including: ways to help learners set challenging goals, review their progress and to achieve or exceed their targets, e.g. prior educational achievement, links with the outcomes of initial and diagnostic assessment, long-, medium- and short-term goals relating to personal life, the learning programme and future employment, SMART targets; ways to develop learners' autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change, e.g. learning conversations and motivational dialogues, mentoring and coaching, growth mindset models.

K11, S2

Barriers to learning including: personal, social and cultural barriers, teacher expectations and previous educational experiences and achievement. Examples may include, e.g. work history; effects of financial constraints/unemployment; previous low educational attainment and impact on confidence, motivation, self-esteem and progress; homelessness, transience or living in out-of-home care; refugee background; family breakdown/relationship issues and domestic violence; physical or mental health issues; disability; behavioral issues; offending behaviour and/or contact with police or justice system; substance misuse or dependency; pregnancy or parenting; caring responsibilities.

Ways to overcome barriers to learning, e.g. motivation techniques, support, differentiation, flexibility in teaching, learning and assessment practice, reasonable adjustments for assessments, setting personal learning goals and reviewing progress.

Range of support needs of learners including: neurodiversity, mental health and wellbeing and physical support needs that impact on learning. Neurodiversity, e.g. dyslexia, dyscalculia, autistic spectrum disorders, dyspraxia, perceptual difficulties. Physical needs, e.g. speech/communication difficulties, memory difficulties, mobility difficulties, deafness or partial hearing, blindness or partial sight. Mental health and wellbeing, e.g. bereavement, bullying, anxiety, stress, trauma-based responses, mental health problems.

K12, S15

Statutory provisions relating to safeguarding and welfare, e.g. Health and Safety at Work Act 1974, Education Act 2002, Care Act 2014, Keeping Children Safe in Education (annual update), Children and Families Act 2014

and SEND Code of Practice 2015, Prevent Strategy 2011, Counter Terrorism and Security Act 2015, Modern Slavery Act 2015, Equality Act 2010.

Safeguarding procedures and promotion of welfare of learners: policies, codes of practice and guidelines in own organisation, e.g. safeguarding; health and safety, including risk assessments; Prevent duty; equality, diversity and inclusion; tutorial curriculum and associated procedures.

Points of referral to support learners with health, wellbeing and safeguarding: internal specialist support, e.g. specialist for additional learning needs; mentor/personal tutor/coach; employer; mental health support; wellbeing team; human resources in the workplace, i.e. for apprentices; designated safeguarding lead and team; equality, diversity and inclusion lead or officer; Prevent lead; external specialist support, e.g. NHS, child and adolescent mental health services, dyslexia assessment services, charities, social services, police.

Assessment Method – please see the separate L5 DiT Assessment Tasks and Assessment Related Resources document for set Ascentis assessment tasks.

Please note that this unit does not appear in any other Ascentis qualifications.

UNIT SPECIFICATIONS

Unit Title: **Professional Practice**

Unit Reference Number: **M/651/2333**

Credit Value of Unit: 30

GLH of Unit: 70

Level of Unit: 5

Introduction

This unit is based on the entire occupational standards (OS) for the Learning and Skills Teacher and therefore all knowledge and skills statements are listed below as they are shown in the standard itself. This unit covers the professional practice of being a teacher in the Further Education and Skills sector. It contains an overview of the sector, relevant government policy and regulations. It draws on theory covered in the other four units as well as developing teaching skills through the use of micro-teaching and observing other teachers. It covers the preparation of trainees for placement and the maintenance of a teaching log and portfolio of practice. It encourages the development of reflective practice.

This unit cannot be achieved until all other mandatory and optional units have been achieved.

KNOWLEDGE	Occupational Standards	Assessment
K1	The pedagogical theory and how to apply this theory to practice.	TMS Task 1A; LL Task 2; TT Task 2; EDP Task 3A&B 1,2,3*
K2	How to support contextualised opportunities to develop English and Maths.	PP Task 2; TT Task 3B*
K3	The principles of designing, planning and organising curriculum.	TMS Task 1A; TT Task 2*
K4	Methods for creating and adapting inclusive learning resources.	TT Task 3A*
K5	Evidence-informed inclusive teaching, learning and assessment strategies.	PP Task 2; TMS Task 1A; TT Task 2*
K6	Strategies to engage and challenge all learners.	TT Task 3B*
K7	How to implement ongoing initial and diagnostic assessment to inform planning and progression.	LL Task 2
K8	Techniques to involve learners in taking ownership of their own progress.	LL Task 3
K9	Principles and practices of assessment and feedback.	TT Task 2*
K10	How to promote and foster a safe and supportive learning environment.	TT Task 3B; EDP Task 3A&B 1,2,3*
K11	Barriers to learning, and ways to overcome them and adapt teaching, learning and assessment.	LL Task 4F; EDP Task 3A&B 1,2,3,5
K12	The range of support available for learners related to health, wellbeing and safeguarding.	LL Task 5
K13	Sources of current information, advice, and guidance to support progression opportunities for learners.	TMS Task 2
K14	The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks.	PP Task 8; TT Task 1B; EDP Task 2*
K15	Techniques to develop collaborative relationships.	TT Task 4*
K16	Communication techniques and how to adapt these for different audiences, including leading difficult conversations.	TT Task 4*
K17	Coaching and mentoring principles and techniques.	TT Task 4*
K18	Strategies for quality improvement.	TT Task 5A*

K19	Ways to access personal and professional development, and to maintain sector and/or subject specific currency.	PP Tasks 1, 3,4&7A; TT Task 5C; EDP Task 1*
K20	Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety.	EDP Task 3A&B 1,2,3,5
SKILLS	Occupational Standards	Assessment
S1	Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice.	PP Task 2; TMS Task 1B&C
S2	Identify, consider and take steps to minimise the impact of barriers to learning.	LL Task 4F; EDP Task 3A&B 1,2,3,4,5
S3	Contextualise English and mathematics in a way that promotes understanding of key topics.	PP Task 2; TMS Task 1B&C
S4	Use a variety of teaching and assessment methods depending on the learning environment and learners' needs.	PP Task 2; TMS Task 1B&C
S5	Encourage learners to set challenging goals.	LL Task 4E
S6	Promote understanding of equality and diversity and sustainable development.	PP Task 2; TMS Task 1B&C
S7	Demonstrate through their teaching the wider context (policy, economic, societal, technological, legal, cultural and environmental) of the subject, recognising the implications for professional practice.	PP Tasks 2&8; TMS Task 1B&C
S8	Design and use resources that are inclusive and add value to the learners' development.	PP Task 2; TMS Task 1A, B&C
S9	Engage and inspire all learners.	PP Task 2; TMS Task 1B&C
S10	Identify and set outcomes to enable each learner to achieve or exceed targets.	LL Task 4D
S11	Provide ongoing learner feedback.	PP Task 2; TMS Task 1B&C
S12	Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey.	LL Task 4A, B & C
S13	Encourage learners to develop: autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change.	LL Task 4E
S14	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.	PP Task 8; TT Task 5D
S15	Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions.	PP Tasks 7A&8; LL Task 5
S16	Prepare learners for their transition through education, further training, and into employment.	TMS Task 2
S17	Comply with internal and external regulations, legislation and guidance, such as: teaching, learning and assessment, recording, storing and sharing information relating to learners.	PP Tasks 3&8; TMS Task 3; EDP Task 3A&B 4
S18	Adapt communication style, method, and terminology to reflect the needs of the audience including individual learners, colleagues, stakeholders.	TMS Task 4
S19	Engage learners to establish standards of behaviour, mutual respect and safe working.	PP Task 2; TMS Task 1B&C; EDP Task 3A&B 1,2,3,4,5

S20	Challenge learners to address inappropriate behaviour or viewpoints.	TMS Task 1B&C; EDP Task 3A&B 4,5
S21	Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD).	PP Tasks 1, 3,4,5&6; TMS Task 5; EDP Task 1
S22	Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice.	PP Tasks 2,4,5,6&8; TT Task 5B
S23	Manage workload through preparation and prioritisation, time management, and responsiveness to change.	PP Task 3; TMS Task 6
S24	Act within the statutory frameworks which set out their professional duties and responsibilities.	PP Tasks 3&7A; TMS Task 3; EDP Task 3A&B 4
S25	Use innovative and up-to-date digital and online technologies in a way that is safe to improve teaching, learning and assessment.	EDP Task 3A&B 4,5
BEHAVIOURS	Occupational Standards	Assessment
B1	Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control.	PP Task 7B; TMS Task 7; LL Task 6
B2	Underpin their practice by reference to professional standards and evidence-based teaching and learning.	PP Task 7B; TMS Task 7; TT Task 6; EDP Task 4
B3	Committed to continuous professional development.	PP Task 7B; TMS Task 7; TT Task 6; EDP Task 4
B4	Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders.	PP Task 7B; TMS Task 7; LL Task 6; TT Task 6; EDP Task 4
B5	Act in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries.	PP Task 7B; TMS Task 7; LL Task 6; EDP Task 4
B6	Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism.	PP Task 7B; TMS Task 7

NB: The first column refers to the related Learning and Skills Teacher occupational standard. The final column identifies how the evidence for the criteria will be provided.

Successful completion of all tasks for this unit provides evidence towards all the duties from the Learning and Skills Teacher occupational standard.

Abbreviations

TMS = Teaching My Subject

LL = Learners and Learning

TT = Teachers and Teaching

PP = Professional Practice

EDP = Effective Digital and Online Pedagogies

* all these ACs are also covered 'in part' by TT Task 1A & Task 2

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

This section identifies indicative content that is additional to the indicative content provided for the other mandatory units of the L5 DIT. The content below also needs to be covered to enable trainees to complete this final unit, which draws on, synthesises and builds on the other mandatory units.

OSs: K1, K3, K5, K19, S14

Teaching Practice and Related Activities (key elements, requirements and expectations)

Micro-teaching: key features and requirements; benefits, including developing teaching skills, and receiving feedback from teacher and peers; its use to develop teaching skills and to give and feedback from teacher and peers.

NB: Micro-teaching can be used to develop trainee teachers' skills but cannot be used as part of the summative assessment requirements.

Reflecting on the kind of teacher the trainee wants to be: teaching styles; how to be welcoming and engaging; projected teacher personality in the classroom.

Team and solo teaching: issues, advantages and disadvantages.

Placement:

- Experiencing the whole role of a teacher during placements
- Role of mentors and course tutors and the related requirements
- Observing other teachers and the related requirements
- Teaching practice requirements (see page 10 of the specification)
- Observation requirements (see page 11 of the specification)
- Other placement activities, such as planning and preparation, staff meetings, CPD activities, peer observations, meetings with mentors and course tutors, and the related requirements

Evaluation of teaching practice and other placement activities; evaluation of curriculum planning; integration of new knowledge/theory into own practice; how evidence can be contested and contestable; use of statistics, randomised control trials (RCTs), peer review.

OSs: K14, K15, S6, S7, S14, S15, S17, S21, S22, S24

Being a Professional

The Occupational Standards for Learning and Skills Teacher: The 9 duties (see page 61 of the specification)

Developing expertise and CPD: Importance of logging CPD and reflection. Ability to determine own development needs. Continuous improvement of practice.

Being a professional and related responsibilities: Professional Status. Professional Standards (ETF) and maintaining professionalism post qualification; knowledge of and complying with relevant legal, organisational and regulatory requirements; responsibility for making own decisions and responsibility for own actions, especially when responding to emergent matters in the classroom; responsibility for safeguarding; ability to understand, interpret and make effective use of data; professional values including equality and diversity and inclusivity.

Working with colleagues: how to collaborate with colleagues to improve own practice.

Reflective practice: developing reflective skills; models of reflection; process of reflection, using multiple sources; embracing continuous improvement; improving practice as a journey.

OSs: K12, K13, K14, S7, S14, S15, S16, S17

The FES Sector

Overview of the FES sector: breadth of the sector – types of providers in the sector, e.g. FE colleges, independent learning providers, community learning and skills providers, sixth form colleges, independent specialist colleges, UTCs, offender learning.

Provision types, e.g.:

- Compulsory education for 16–19 years, including full-time and part-time vocational courses, A-levels, GCSEs, Functional Skills, apprenticeships, traineeships, young people not in education or training
- Adult learning including: vocational courses, access to HE, pre-access, GCSEs, Functional Skills, English for Speakers of Other Languages, Digital Skills, Family Learning, non-accredited provision, Skills Bootcamps, apprenticeships
- Apprenticeships – for all ages, level 2 to level 7, occupational standards are available for a wide range of occupations
- Learners with support needs including: learners with high needs, learners with an EHCP (Education, Health and Care Plan)
- Offender learning and education taking place in prison and young offender institutions

Types of programmes and qualifications, e.g.:

- Functional Skills, e.g. maths, English, digital skills
- Entry level qualifications: pre-GCSE level in a range of subjects
- Academic, e.g. GCSEs, A-levels, Access to HE, International Baccalaureate
- Vocational: employment-related or required qualifications, e.g. Diplomas, T-levels, industry-specific qualifications
- Apprenticeship standards: employment and training programmes with different requirements but all include mandatory knowledge, skills and behaviours
- Non-accredited programmes: learning opportunities which do not have a qualification attached

Contracts and timetables: Recognition that due to the range of employment opportunities in the post-16 learning and skills sector there will be high level of variation. Consideration of the following: contracts: salary scales and fixed points, gender pay gap, role of human resources, pensions, health and safety requirements, conditions of service, unions; timetables: year calendar, weekly timetables, teaching hours and directed time, case loads, e.g. apprentices.

Contemporary government policies relating to the FES sector, e.g. Health and Safety at Work Act 1974, Education Act 2008 Raising the Participation Age (RPA), Equality Act 2010, Care Act 2014, Keeping Children Safe in Education (annual update), Children and Families Act 2014 and SEND Code of Practice 2015, Prevent Strategy 2011, Education Act 2011, Counter Terrorism and Security Act 2015, Modern Slavery Act 2015, Department for Education Skills Bootcamps from 2020, Apprenticeship Standards from 2015, Gatsby benchmarks relating to careers guidance, development of T-levels from 2017.

Regulations relating to the FES sector (legal and local), e.g. Department for Education Keeping Children Safe in Education; funding regulations, e.g. key dates for recording start/end dates, achievement, access arrangements (reasonable adjustments), health and safety legislation and risk assessments, data protection/privacy, safeguarding and Prevent, acceptable use of IT/social media/ online security policies.

Current funding arrangements relating to the FES sector including, e.g. 16–19 funding: Education and Skills Funding Agency (ESFA) and which providers it funds, such as, Further Education colleges, schools and independent learning providers; 19+ funding: Education and Skills Funding Agency (ESFA) through the Adult Education Budget (AEB), including devolved budget to mayoral combined authorities, National Skills Fund, apprenticeship levy.

The role and scope of Ofqual, including regulatory requirements for awarding organisations.

The role of Ofsted and inspections of FE provision including, e.g. inspection role and remit in further education and skills; Education Inspection Framework, Ofsted handbook key features including: education provision types, key judgements, grading.

Quality assurance and improvement in the FES sector including, e.g. quality assurance and improvement cycles; how evidence is collected, collated and used; measures of quality; roles and responsibilities in quality assurance and quality improvement; internal quality improvement, e.g. lesson observations and action planning, learner surveys, self-assessment, quality improvement plan, KPIs and targets, moderation and standardisation processes; external quality improvement, e.g. inspections, qualification requirements, compliance with legislation, e.g. data protection, copyright.

Organisational and wider support in the FES sector including: safeguarding, e.g. role of designated safeguarding officer and deputy, links with organisations in the community, e.g. police, charities; health and

wellbeing, e.g. student services, counselling services, local charities for referrals/advice and information, NHS, human resources (employer-linked provision); resources, e.g. institution's own online libraries, weblinks and services, study support services, student services for funding support; careers advice and guidance, e.g. internal careers guidance; human resources (employer-linked provision), institution's own links with employers, Higher Education providers; high needs, e.g. social services provision, local charities, employers offering supported internships, NHS, parent/carers.

ALL OSs

Portfolio and Oral Discussion

Portfolio building (for L5 DIT), e.g.: Clear and explicit organisation of evidence, including a contents list, cross referencing all evidence to the relevant criteria (e.g. assessment criteria, occupational standards), numbering pages, folder and file-naming protocols (electronic portfolios), dating and signing documents.

Preparation for and requirements of the end-of-course oral discussion (see page 11 specification).

Assessment Method – please see the separate L5 DiT Assessment Tasks and Assessment Related Resources document for set Ascentis assessment tasks.

Please note that this unit does not appear in any other Ascentis qualifications.

UNIT SPECIFICATIONS

Unit Title: **Teachers and Teaching**
Unit Reference Number: **R/651/2334**

Credit Value of Unit: 15

GLH of Unit: 50

Level of Unit: 5

Introduction

The purpose of this unit is to explore the teacher's roles and responsibilities in the Further Education and Skills sector and the importance of developing appropriate collaborative relationships. The unit also considers relevant pedagogical theories and the principles of designing learning and assessment. This unit looks at the techniques of coaching and mentoring and the concept of quality improvement, including how to use data and feedback to improve performance.

KNOWLEDGE	Assessment Criteria	Assessment
All (in part)	Analyse roles and responsibilities of a teacher in the further education and skills sector.	Task 1A
K1	Summarise contemporary pedagogical theories.	Task 2
K2	Explain how to support contextualised opportunities to develop English, maths and digital skills.	Task 3B
K3	Summarise principles of designing, planning and organising curriculum.	Task 2
K4	Explain ways to create and adapt inclusive learning resources.	Task 3A
K5	Evaluate evidence informed inclusive teaching, learning and assessment strategies.	Task 2
K6	Review strategies to engage and challenge all learners.	Task 3B
K9	Summarise principles and practices of assessment and feedback.	Task 2
K10	Explain ways to promote and foster a safe and supportive learning environment.	Task 3B
K14	Summarise requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks in relation to own subject area.	Task 1B
K15	Explain techniques to develop collaborative relationships.	Task 4
K16	Explain how communication techniques, including leading difficult conversations, can be adapted for different audiences.	Task 4
K17	Explain how coaching and mentoring techniques can be used in a teaching environment.	Task 4
K18	Review strategies for quality improvement within a teaching context.	Task 5A
K19	Explain ways to access personal and professional development, and to maintain sector and subject specific currency.	Task 5C
SKILLS	Assessment Criteria	Assessment
S14	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.	Task 5D
S22	Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice.	Task 5B
BEHAVIOURS	The trainee will show evidence towards the following behaviours:	Assessment
B2	Underpinning their practice by reference to professional standards and evidence-based teaching and learning.	Task 6
B3	Commitment to continuous professional development.	Task 6
B4	Acting in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders.	Task 6

NB: The first column refers to the related Learning and Skills Teacher occupational standard. The final column identifies how the evidence for the criteria will be provided.

Successful completion of all tasks for this unit contributes evidence towards all the duties from the Learning and Skills Teacher occupational standard.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

All Ks in part

Roles, responsibilities and relationships including: different roles, e.g. personal tutor, mentor, coach, instructor; responsibilities, e.g. contractual obligations, planning, delivering, assessing, complying with internal and external policies and procedures, record keeping, keeping up to date with developments and legislation relevant to own subject areas; professional boundaries, e.g. between the teacher's role and other professionals, teacher and learners/employers.

Skills and personal qualities of a good teacher, e.g. effective communication skills, excellent specialist area knowledge, enthusiasm for own specialist area(s), professionalism, flexibility; critical reflection on own skills and personal qualities to identify own strengths and areas for development.

K1

Classical and contemporary learning theories, e.g. cognitive theories including schema, 'assimilation' and 'accommodation' (Vygotsky; Piaget; Ausubel), constructivist theories (Petty; Dewey), discovery learning theories (Bruner), behaviourist theories (Skinner, Watson), social learning theory (Bandura; Guilford), humanistic theories (Maslow; Rogers), principles of andragogy (Knowles), experiential learning theories (Kolb; Dewey), domains of learning (Bloom), cognitive load theory (Sweller), visible learning strategies (Hattie) and metacognition. Including examples of ways in which pedagogy is applied.

K2

Embedding English, mathematics and digital skills (EMD skills), e.g. demonstrating a positive attitude, overcoming individual barriers, contextualising EMD skills, highlighting the use and relevance of EMD skills.

K3

Principles of designing, planning and organising the curriculum including: range of curriculum models, e.g. product vs process, learner-centred vs subject-centred, outcomes vs competence-based, linear, spiral, flexible and modular approaches; use of curriculum planning documentation, e.g. schemes of work/learning, lesson plans, topic outlines and individual learning plans (ILPs); other factors, e.g. clear learning outcomes, appropriate resources, assessment, meeting learners' individual needs, opportunities for learner feedback to inform planning and delivery.

K4

Inclusive learning resources including: types of resources; factors to consider when creating, adapting and using resources, e.g. learners' background, level, age and prior experience; level and accessibility of language, specialist vocabulary and terminology, jargon, acronyms, readability, clarity of information; ease of use, clarity of instructions; development of learners' English, mathematics and digital skills, promotion of equality and diversity, promotion of sustainability, accessibility guidelines. Use of learner feedback to inform inclusive resource design. Adapting resources to meet individual learner needs.

K5

Government reports and legislation relevant to equality, diversity and inclusion, e.g. Warnock Report (1978), Tomlinson Report (1996), Special Educational Needs & Disability Act (2001), Safeguarding Vulnerable Groups Act (2006), Equality Act (2010), Education Act (2011), Children and Families Act (2014).

Evidence-informed inclusive teaching, learning and assessment strategies, e.g. active learning environment, connecting new knowledge to prior learning, clear learning intentions, the sequencing and 'chunking' of learning, the relevance and level of learning material, the positive engagement of all learners, timely feedback on progress; inclusive assessment, e.g. fairness, safety factors, meeting individual learners' needs and reasonable adjustments; varying teaching, learning and assessment methods, evaluation of

evidence informed approaches. Effective use of differentiation, e.g. differentiation by outcome, level/ability, learner preferences, differentiated tasks and resources.

K6

Strategies to inspire, motivate and raise aspirations including: intrinsic and extrinsic motivation, 'fixed' and 'growth' mindsets. Strategies to use, e.g. high expectations, effective formative assessment to inform planning, engaging activities meeting learners' needs, use of learner's starting points, building rapport; evaluation of strategies.

K9

Principles and practice of assessment and feedback including: key assessment concepts, e.g. validity, reliability, sufficiency, authenticity and currency, relevance and transferability, explicitness, transparency and accessibility of assessment information, inclusivity and equity.

Types of assessment and their purposes including: initial, diagnostic, formative, summative.

Planning assessment. Documents including assessment strategy, assessment plans, assignment briefs, sample test papers, observation pro formas, records of discussions/presentations, mark schemes.

Types of assessment methods, e.g. written and oral tests and quizzes, questioning, assignments, portfolios, exams, interviews, professional discussions, work products, online assessments, case studies, reports, learning journals, projects, presentations, observations, digital assessment tools, ipsative, holistic, learner-led and assessor-led, peer- and self-assessment, recognition of prior learning; selecting appropriate methods of assessment; developments in artificial intelligence (AI) and the potential impact on the assessment process.

Assessment feedback including: mode and style of feedback, e.g. oral and written, one to one, whole group, developmental feedback, assessment criteria led; importance of timely, constructive, progressive and personalised feedback; feedback as a tool for identifying gaps and misconceptions, targeting specific interventions and informing future planning.

S14

Use of assessment data including: to review curriculum planning; to meet learner needs; to develop own practice, eg. identify learners' starting points, recognise gaps in learning, progression, achievement and attainment between different learner groups. Use of data in self-assessment reports and for feedback to relevant stakeholders.

K10

How to promote and maintain a safe and supportive learning environment including: ensuring a comfortable physical learning environment, e.g. health and safety factors such as risk assessments, the effects of temperature, noise, room layout and distractions; safeguarding, e.g. safeguarding policies, procedures, codes of practice and guidelines in own organisation; supportive learning environment, e.g. good classroom behaviour, respect and tolerance, meeting individual needs.

Promotion of equality and diversity including definitions of equality, diversity; ways to promote, e.g. real-world examples; equality, diversity and inclusion events and celebrations; naturally occurring opportunities; respect for the views, values and opinions of others; British values.

K14

Requirements and implications of policies, procedures, regulatory bodies and frameworks including: own organisation's policies and procedures, e.g. quality assurance, assessment practice, equality and diversity, confidentiality, privacy, storage and sharing of data, safeguarding, health and safety; staff codes of conduct, contractual duties; regulatory bodies and frameworks in own subject area, e.g. awarding organisation, qualification specification, professional and vocational associations/bodies, ethical practice, legal framework and updates; importance of complying with internal and external regulations, guidance in own subject area,

K15 & S22

Development of collaborative relationships including: range of support for learners, e.g. pastoral, welfare, safeguarding services, learning resources services, additional learning support, employers and human resources for apprentices; working with other learning professionals inside and outside the classroom, e.g. teaching colleagues, line managers, additional learning support staff, SEND and pastoral and welfare teams.

Improving own practice including: seeking and responding to feedback, e.g. working with/learning from more experienced practitioners, managers, stakeholders, employers, learners, specialist area mentors and professional mentors; recognising opportunities for internal and external CPD, e.g. networking, professional organisations both teaching and within own specialist area(s); becoming a reflective practitioner.

K16

Communication techniques and their impact including: techniques for leading and managing difficult conversations; emotional intelligence; reflective listening; ways communication can be adapted to meet the needs of different audiences (e.g. learners, colleagues, parents, employers and other stakeholders), e.g. register, tone, pace, language level, terminology, body language; importance of clear and effective written and verbal communication.

K17

Coaching and mentoring techniques including: differences between coaching and mentoring; GROW & OSCAR models; the use of 'powerful' questions (e.g. open, scaling, dynamic, probing), active or reflective listening; applying coaching and mentoring strategies to help learners progress and achieve; ethical and professional guidelines; safe and comfortable spaces for mentoring conversations; establishing boundaries using mentoring contracts; benefits of coaching and mentoring.

K18

Strategies for quality improvement including: internal quality improvement cycle, e.g. observation of teaching, learning and assessment (OTLA), self-assessment, assessment results and exam grades, marked work scrutiny, 'deep dives', internal quality assurance processes, feedback from Learner Voice; external quality checks, e.g. meeting the requirements of employers, funding and awarding organisations, role of Ofsted; strategies to share good practice across and between organisations.

K19

The importance of dual professionalism. Ways to update own knowledge and skills, e.g. attending courses, carrying out research, work-shadowing, team teaching, taking a higher-level qualification, mandatory vocational upskilling, industry days, staff development programme, reflecting on own practice, obtaining and using feedback from colleagues, participating in staff appraisal and review.

Assessment Method – please see the separate L5 DiT Assessment Tasks and Assessment Related Resources document for set Ascentis assessment tasks.

Please note that this unit does not appear in any other Ascentis qualifications.

UNIT SPECIFICATIONS

Unit Title: **Teaching My Subject**

Unit Reference Number: **T/651/2335**

Credit Value of Unit: 15

GLH of Unit: 50

Level of Unit: 5

Introduction

This unit is all about the trainee being able to deliver teaching, learning and assessment in their specialist subject area. It is about the application of relevant theories to delivering their subject, as well as being able to support learners to progress within the subject area. It covers communication, including how to challenge inappropriate behaviour, as well as engaging and inspiring learners within the subject. In addition, it covers the areas of equality, diversity and sustainability, and how to comply with internal and external regulations.

KNOWLEDGE	Assessment Criteria	Assessment
K1	Analyse the application of pedagogical theories in own subject area.	Task 1A
K3	Analyse the application of principles of designing, planning and organising curriculum in own subject area.	Task 1A
K5	Explain the application of evidence informed inclusive teaching, learning and assessment strategies in own subject area.	Task 1A
K13	Identify sources of current information, advice, and guidance to support progression opportunities for learners.	Task 2
SKILLS	Assessment Criteria	Assessment
S1	Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice.	Task 1B & C
S3	Contextualise English and mathematics in a way that promotes understanding of key topics.	Task 1B & C
S4	Use a variety of teaching and assessment methods to meet learner's needs in a learning environment in the context of own subject area.	Task 1B & C
S6a	Promote understanding of equality and diversity in own subject area.	Task 1B & C
S6b	Promote understanding of sustainable development within own subject area.	Task 1B & C
S7	Demonstrate through own teaching the wider context (policy, economic, societal, technological, legal, cultural and environmental) of the subject, recognising the implications for professional practice.	Task 1B & C
S8	Design and use resources that are inclusive and add value to learners' development in own subject area.	Task 1A, B & C
S9	Engage and inspire all learners.	Task 1B & C
S11	Provide ongoing learner feedback to develop subject specific knowledge and skills.	Task 1B & C
S16	Prepare learners for their transition through education, further training, and into employment.	Task 2
S17	Comply with internal and external regulations, legislation and guidance relevant to own subject area, such as: teaching, learning and assessment, recording, storing and sharing information relating to learners.	Task 3
S18	Adapt communication style, method and terminology to reflect the needs of the audience, including individual learners, colleagues, stakeholders.	Task 4
S19	Engage learners to establish standards of behaviour, mutual respect and safe working.	Task 1B & C
S20	Challenge learners to address inappropriate behaviour or view points.	Task 1B & C
S21	Continually update and maintain own knowledge and skills as a teaching professional and a subject specialist as part of managing own continual professional development (CPD).	Task 5
S23	Manage workload through preparation and prioritisation, time management and responsiveness to change.	Task 6
S24	Act within the statutory frameworks which set out own professional duties and responsibilities.	Task 3

BEHAVIOURS	The trainee will show evidence towards the following behaviours:	Assessment
B1	Resilience and adaptability when dealing with challenge and change, maintaining focus and self control.	Task 7
B2	Underpinning their practice by reference to professional standards and evidence-based teaching and learning.	Task 7
B3	Commitment to continuous professional development.	Task 7
B4	Acting in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders.	Task 7
B5	Acting in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity, and champion British values within professional boundaries.	Task 7
B6	Modelling of sustainable practices and promotion of sustainable development principles, values and goals in relation to their subject specialism.	Task 7

NB: The first column refers to the related Learning and Skills Teacher occupational standard. The final column identifies how the evidence for the criteria will be provided.

Successful completion of all tasks for this unit contributes evidence towards all the duties from the Learning and Skills Teacher occupational standard.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

K1 & S1

Contemporary and classical theories of learning applied to own subject specialism, e.g. cognitive theories (Vygotsky, Piaget, Ausubel), constructivist theories (Petty, Dewey), discovery learning theories (Bruner), behaviourist theories (Thorndike, Skinner), social learning theory (Bandura), humanistic theories (Maslow, Rogers), principles of andragogy (Knowles), experiential learning theories (Kolb, Dewey), domains of learning (Bloom), cognitive load theory (Sweller), visible learning strategies (Hattie) and metacognition. Pedagogical practice in subject specialism including: good practice by observation; conversation with experienced practitioners; research, critical thinking and reflection.

Specific 'threshold concepts' and 'troublesome knowledge' related to own subject area including concepts central to mastery of own subject area; supporting learners to overcome pitfalls, e.g. metacognition – helping learners to 'think about their thinking', and mixed methods including discovery learning, inquiry-based learning, role play, discussion and experimentation.

S3

English and mathematical skills in own subject area including: identifying opportunities for contextualising English and mathematical skills in own subject area, e.g. written skills such as grammar, punctuation, spelling, use of technical language, oral such as presentations, professional discussions, understanding data, manipulating data, representing data; relevant formulae and their use in measurement and calculations, highlighting the use and relevance of English and mathematical skills, e.g. importance for employability, achievement of qualification, success in work or everyday life.

K3

Principles of designing, planning and organising the curriculum including: strengths and weaknesses of a range of curriculum models for the purpose of own subject area, e.g. product vs process, learner-centred vs subject-centred, outcomes vs competence-based, linear, spiral, flexible and modular approaches; use of curriculum planning documentation, e.g. schemes of work/learning, lesson plans, topic outlines and individual learning plans (ILPs); other factors, e.g. clear learning outcomes, appropriate resources, assessment, meeting learners' individual needs, opportunities for learner feedback to inform planning and delivery.

Subject-specific curriculum content including: rationale for curriculum sequencing, e.g. selection of units/modules to be covered, order of delivery, collaboration with colleagues to develop coherent links between units/modules; modes for effective delivery of own subject specialism, e.g. practical, theory, classroom or workshop based, opportunities for remote digital delivery, whole class, small group, pairs and individual tasks.

S8

Inclusive learning resources including: types of resources suitable for subject area; factors to consider when creating, adapting and using resources in subject area, e.g. learners' background, level, age and prior experience; level and accessibility of language, specialist vocabulary and terminology, jargon, acronyms, readability, clarity of information; ease of use, clarity of instructions; development of learners' English, mathematical and digital skills, promotion of equality and diversity, promotion of sustainability, accessibility guidelines. How resources add value to the learning in own subject. Use of learner feedback to inform inclusive resource design. Adapting subject resources to meet needs of learners. Using and creating differentiated resources.

K5 & S4

Government reports and legislation relevant to equality, diversity and inclusion, e.g. Warnock Report (1978), Tomlinson Report (1996), Special Educational Needs & Disability Act (2001), Safeguarding Vulnerable Groups Act (2006), Equality Act (2010), Education Act (2011), Children and Families Act (2014).

Evidence-informed inclusive teaching, learning and assessment including types of teaching, learning and assessment methods, e.g. discussion, role play, demonstrations, group work, question and answer, multiple-choice and short-answer questions, essays, projects, simulation; teaching, learning and assessment strategies, e.g. active learning environment, connecting new knowledge to prior learning, clear learning intentions, the sequencing and 'chunking' of learning, the relevance and level of learning material, the positive engagement of all learners, timely feedback on progress; inclusive assessment, e.g. fairness, safety factors, meeting individual learners' needs and reasonable adjustments; varying teaching, learning and assessment methods; evaluation of evidence-informed approaches related to own subject specialism. Effective use of differentiation, e.g. differentiation by outcome, level/ability, learner preferences, differentiated tasks and resources.

S11

Assessment feedback including: mode and style of feedback to develop knowledge and skills in own subject area, e.g. oral and written, one to one, whole group, developmental feedback, assessment criteria led; importance of timely, constructive, progressive and personalised feedback; feedback as a tool for identifying gaps and misconceptions, targeting specific interventions and informing future planning to develop learners' knowledge and skills in own subject area.

S6

Promotion of equality and diversity including definitions of equality and diversity; ways to promote, e.g. real-world examples; equality, diversity and inclusion events and celebrations; naturally occurring opportunities; respect for the views, values and opinions of others; British values.

Sustainable practices, values and goals in own area of specialism including: need for both short- and long-term thinking in subject specialism; challenges in own subject area regarding environmental and social changes taking place locally and globally; professional practice.

K13 & S16

Pathways and progression routes including: next-level course, apprenticeship, higher education or employment; sources of support, information, advice and guidance available within own organisation and wider community, e.g. careers guidance, human resources in the workplace, professional organisations/associations, websites, UCAS, links with employers, enrichment opportunities, contact with alumni.

Preparation for the transition into employment including: by promoting and embedding employability skills within teaching in own specialist area, e.g. literacy, numeracy, teamwork, communication, initiative, problem-solving, organisational skills and digital capabilities.

S17 & S24

Requirements and implications of policies, procedures, regulatory bodies and frameworks including: own organisation's policies and procedures, e.g. quality assurance, assessment practice, equality and diversity, confidentiality, privacy, storage and sharing of data, safeguarding, health and safety; staff codes of conduct, contractual duties; regulatory bodies and frameworks in own subject area, e.g. awarding organisation, qualification specification, professional and vocational associations/bodies, ethical practice, legal framework and updates; importance of complying with internal and external regulations, and guidance in own subject area; demonstrating compliance with statutory frameworks.

S7

Wider context of own specialist subject including: policy, e.g. internal and external requirements; economic, societal and cultural, e.g. funding education; demand for vocational skills regionally, nationally; impact of equality, diversity and inclusion; technological, e.g. digital developments in own subject area, impact of technology; legal and environmental aspects, e.g. importance of legislation such as health and safety, sustainability.

S9

Strategies to inspire, motivate and raise aspirations including: intrinsic and extrinsic motivation, 'fixed' and 'growth' mindsets. Strategies to use, e.g. high expectations, effective formative assessment to inform planning, engaging activities meeting learners' needs, use of learners' starting points, building rapport; evaluation of strategies.

S18

Use of different communication techniques including: techniques for leading and managing difficult conversations; emotional intelligence; reflective listening; adapting communication to meet the needs of different audiences (e.g. learners, colleagues, parents, employers and other stakeholders), e.g. register, tone, pace, language level, terminology, body language. Methods of communication (e.g. verbal, written, telephone, video conference, text message, email) and the importance of clear and effective communication.

S19 & S20

Demonstrating appropriate teacher expectations and classroom-management skills including: establishing ground rules, collaboration and teamwork skills, effective classroom management and challenging inappropriate behaviour/viewpoints, respect and tolerance.

S21

The importance of dual professionalism. Taking up opportunities to update own knowledge and skills, e.g. attending courses, carrying out research, work-shadowing, team teaching, taking a higher-level qualification, mandatory vocational upskilling, industry days, staff development programme. Recording continuous professional development (CPD), e.g. log of activities undertaken, demonstrate log of CPD to professional body, internal/external quality assurance. Using reflection to develop own subject expertise and skills; obtaining and using feedback from others to improve own practice; participating in staff appraisal and review.

S23

Management, preparation and prioritisation of workload including: time management and organisational skills; collaboration with experienced colleagues, learners and relevant stakeholders; response to change.

Assessment Method – please see the separate L5 DiT Assessment Tasks and Assessment Related Resources document for set Ascentis assessment tasks.

Please note that this unit does not appear in any other Ascentis qualifications.

UNIT SPECIFICATIONS

Unit Title: **Action Research**

Unit Reference Number: **Y/651/2336**

Credit Value of Unit: 15

GLH of Unit: 45

Level of Unit: 5

Introduction

The unit aims to enable trainees 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 Criteria	Assessment
1 Explain the purpose of action research	Task 1A, Research Proposal
2 Analyse key features of the action research process	Task 1A, Research Proposal
3 Analyse the implications of a model of action research	Task 1A, Research Proposal
4 Justify own choice of an area of practice for action research	Task 1C, Research Proposal
5 Plan a clear intervention strategy	Task 1D, Research Proposal
6 Justify the choice and timescales of an intervention strategy	Task 1D, Research Proposal
7 Explain how ethical and political considerations and issues of confidentiality will be observed in practice	Task 1E, Research Proposal
8 Implement a clear intervention strategy	Task 2D, Research Report
9 Evaluate methods for action research	Task 1B, Research Proposal
10 Evaluate methods of collecting qualitative and quantitative data	Task 1B, Research Proposal
11 Review ways in which collected data may be analysed	Task 1B, Research Proposal
12 Draw on selected literature relating to an area of practice for action research	Task 2A, Research Report
13 Justify own choice of methods selected for action research	Task 2A, Research Report
14 Collect data relating to an area of practice for action research	Task 2B, Research Report
15 Analyse data collected from action research	Task 2B, Research Report
16 Present data collected from action research	Task 2C, Research Report
17 Draw conclusions based on findings from action research	Task 2C, Research Report
18 Report own findings and conclusions from action research	Task 2D, Research Report
19 Justify own recommendations for action to be taken based on conclusions from action research	Task 2D, Research Report
20 Analyse the effectiveness of own practice in relation to action research	Task 2E, Research Report
21 Identify own strengths and areas for improvement in relation to action research	Task 2E, Research Report
22 Plan opportunities to improve own skills in action research	Task 2E, Research Report

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1

Purpose of action research: e.g. to focus on and explore aspects of practice with a view to bringing about change and/or improvement, to address concerns or questions about aspects of practice in a particular setting, to examine and assess aspects of own practice and consider ways of working differently.

AC 2

Key features of action research: e.g. the characteristics identified by McNiff (2017): solves practical problems, enhances the competencies of participants, collaborative working, undertaken 'in situ', uses feedback from data in an ongoing cyclical process, seeks to understand particular complex social situations, seeks to understand the processes of change within social systems, undertaken within an agreed ethical framework, seeks to improve the quality of human actions, focuses on problems that are of immediate concern to practitioners, is participatory, frequently uses case study, tends to avoid isolating and controlling variables, is formative – the definition of the problem, the aims and methodology may alter later during the process, includes evaluation and reflection, is methodologically eclectic, contributes to a science of education, strives to make the research usable and shareable by participants, is dialogical and celebrates discourse, has a critical purpose in some forms, strives to be emancipator; the characteristics identified by Zuber-Skerritt (1996b: 85): critical and self-critical collaborative enquiry by reflective practitioners being accountable and making results of their enquiry public, self-evaluating their practice, and engaged in participatory, problem-solving and continuing professional development.

AC 3

Implications of a model of action research: e.g. appropriateness of context, research questions, methods and techniques, data collection and analysis, the need to take account of the purposes and features of action research identified above.

AC 4

Justifying own choice of an area of practice for action research: e.g. identifying, defining and explaining the practical problem(s); identifying and explaining the potential changes and improvements resulting from own intended action research.

ACs 5 & 6

Planning a clear intervention strategy: e.g. deciding the practical problem(s) to research, formulating an hypothesis/hypotheses, reviewing the relevant literature, identifying some possible causes of the practical problem(s) to research, identifying some solutions to the practical problem(s) to research, selecting one of the potential solutions to the practical problem(s) to research, deciding what data to collect, deciding how and when to collect the data, deciding how to analyse the data collected, establishing some success criteria to enable making a judgement about whether the intended solution has been successful.

AC 7

Ethical and political considerations and issues of confidentiality: e.g. complying with the BERA Ethical Guidelines for Educational Research; complying with organisational policies and procedures; complying with professional standards; selecting non-intrusive methods of data collection; making use of opportunities to collect and use naturally occurring data; minimising the impact of activities on participants; ensuring the health, wellbeing and safety of participants; obtaining permission from relevant parties to carry out the proposed action research; obtaining permission from participants; maintaining the confidentiality of data.

AC 8

Implementing a clear intervention strategy: e.g. collecting the data, reviewing and analysing the data, reflecting on findings, identifying any contradictions in data, modifying plans in the light of findings, evaluating the success of the intervention.

ACs 9 & 10

Methods for action research: e.g. all varieties of interview, all varieties of observation, questionnaires, surveys, content and discourse analysis, the benefits and limitations of each of these methods generally and in relation to collecting qualitative and quantitative data particularly.

AC 11

Ways in which data can be analysed: e.g. theme analysis, triangulation of data, frequency analysis, content and discourse analysis, causal analysis.

AC 12

Drawing on relevant literature: e.g. identifying what research has already been done on a particular topic, identifying the sub-areas of the topic for research, identifying other potentially relevant research, establishing how sub-areas and other research overlap with own investigation, searching for sources (academic books, journals, research reports, government publications), using databases, reviewing reference lists in articles or books already identified as relevant to the topic, analysing the relevant literature, synthesising previous work and judging the relative merits and limitations, identifying ways to take research further, formulating and justifying aims of own research, presenting both side of the argument(s).

AC 13

Justifying own choice of methods for action research: e.g. explaining the appropriateness of chosen methods, identifying their relative merits and limitations.

AC 14

Collecting data: e.g. conducting interviews and/or observations, using questionnaires and surveys, reviewing content and/or discourse.

AC 15

Analysing data: e.g. carrying out theme analysis, frequency analysis, content and/or discourse analysis, triangulating data.

AC 16

Presenting data: e.g. summary tables identifying themes; frequency distribution using graph, histogram, bar chart, pie chart and/or pictogram; written report, verbal report.

AC 17

Drawing conclusions from findings: e.g. identifying conclusions based on research findings.

AC 18

Reporting own findings and conclusions: e.g. presenting and discussing conclusions, supporting conclusions with reference to literature and research findings, linking conclusions to the research questions.

AC 19

Justifying own recommendations for action to be taken: e.g. identifying areas for improvement, explaining the potential benefits of identified areas for improvement, identifying any further areas for exploration.

ACs 20 & 21

Evaluating own practice in relation to action research: e.g. reflecting on own knowledge, understanding and skills in action research; identifying strengths and areas for improvement; using feedback from other relevant parties; identifying and planning opportunities to improve own knowledge, understanding and skills in action research (courses, reading and research, reviewing examples of action research).

AC 22

Plan opportunities to improve own skills: e.g. carrying out further research, shadowing others, collaborate with others, reading.

Assessment Method – please see the separate L5 DiT Assessment Tasks and Assessment Related Resources document for set Ascentis assessment tasks.

Please note that this unit does not appear in any other Ascentis qualifications

UNIT SPECIFICATIONS

Unit Title: **Preparing for a Coaching Role in the Further Education and Skills Sector**

Unit Reference Number: **A/651/2337**

Credit Value of Unit: 5

GLH of Unit: 15

Level of Unit: 4

Introduction

This unit aims to develop an understanding of personal coaching within the further education and skill sector. The unit includes consideration of the skills and qualities needed for this role and how own values, behaviours and attitudes can have an impact. It also covers exploring the boundaries of the role and a number of its key responsibilities, including complying with relevant standards and legislation. Finally, the unit considers opportunities to improve own current knowledge and skills relevant to working in a coaching role.

Assessment Criteria	Assessment
1 Summarise key skills and qualities required for a coaching role	Task 1A
2 Explain how own values, behaviours and attitudes can impact on a coaching role	Task 1B
3 Explain why it is important to establish ground rules, expectations and boundaries within a coaching relationship	Task 1B
4 Explain why it is important to act according to ethical, professional and organisational standards within a coaching relationship	Task 1B
5 Summarise ways to build relationships with individuals when working as a coach: • Face-to-face • Remotely	Task 2
6 Analyse the potential benefits and impact of coaching	Task 1B
7 Summarise legal and organisational requirements relevant to working in a coaching role	Task 1B
8 Identify sources of support to deal with issues which are outside of own expertise and authority when working in a coaching role	Task 1B
9 Identify factors that create a safe and comfortable environment for a coaching session	Task 2
10 Review methods for identifying and agreeing goals with individuals when working in a coaching role	Task 2
11 Explain the role of a coaching agreement	Task 2
12 Explain the importance of agreeing and maintaining records of interactions and outcomes when working in a coaching role	Task 2
13 Explain ways to support individuals to take personal responsibility when working in a coaching role	Task 2
14 Summarise techniques for handling conflicts that may arise within a coaching relationship	Task 2
15 Identify strengths and areas for development in relation to own knowledge and skills relevant to a coaching role	Task 3
16 Identify opportunities to develop own knowledge and skills relevant to a coaching role	Task 3

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1

Skills and qualities required for a coaching role including: skills: organisational skills, e.g. planning, contracting, recording, structuring sessions, time management, scheduling, action planning, prioritising, facilitating; constructive feedback; report writing; maintaining boundaries; interpersonal skills, e.g. negotiating and influencing, listening, giving constructive feedback, questioning, motivating, encouraging, self-awareness, reflecting; understanding the needs of an individual, ability to support an individual effectively, ability to be objective about the progress of an individual; qualities: good role model, e.g. flexible, respectful, non-judgemental, non-threatening attitude, encouraging initiative and autonomy, open-mindedness, approachability, confidence, sincerity, warmth, commitment, patience, trustworthiness, supportiveness; understanding of the needs of an individual, ability to support an individual effectively, ability to be objective about the progress of an individual.

AC 2

Ways own values, behaviours and attitudes can impact on the coaching role: values, e.g. trust, respect, honesty, integrity, empathy; behaviours, e.g. importance of role modelling, promotion of equality, diversity and inclusion; attitudes, e.g. positive, motivating, commitment to role, supporting individuals; self-awareness of own thought, beliefs, values and actions, e.g. unconscious bias and stereotyping.

AC 3

Ground rules, expectations and boundaries in a coaching relationship including: ground rules: to establish an individual's entitlement, to agree the frequency and timing of meetings, to agree the scope of meetings; expectations and boundaries: e.g. making own availability clear, recognising own limitations, not getting involved in supporting an individual with personal problems and issues for which support services exist (such as, financial, counselling, health); signposting individuals to appropriate support services.

AC 4

Ethical, professional and organisational standards within a coaching relationship: ethical and professional codes and standards, e.g. safeguarding, recognising and reporting conflicts of interest, identifying when disclosure to others is necessary, health and safety, risk assessments, importance of wellbeing and mental health relating to own role and individual, standards for teachers; organisational policies and procedures, e.g. coaching/personal tutoring policies, code of conduct for staff, policies and procedures relating to referring incidents/support need, recording information; boundaries and limitations relating to roles and responsibilities.

AC 5

Building effective relationships including: verbal and non-verbal communication, e.g. voice, tone, pitch, listening skills, note taking, body language, adjustments to suit individual needs; use of technology, e.g. email, messaging, organisation tools relevant to the role; building relationships including face-to-face and remote interactions, e.g. rapport and trust, consistency, constructive feedback, meeting individual needs, negotiation and flexibility, sensitivity and empathy.

AC 6

Benefits of coaching including: for individuals: e.g. provides impartial advice and encouragement, develops a supportive relationship, assists with problem solving, improves self-confidence, offers professional development, encourages reflection on practice; for mentors: e.g. provides opportunities to reflect on own practice, enhances job satisfaction, develops professional relationships, enhances peer recognition, draws on and consolidates own experience, widens understanding of an organisation and the way it works, provides opportunities to practise interpersonal skills, provides personal satisfaction through supporting the development of others.

AC 7

Legislation and organisational requirements relating to the coaching role including: data protection and privacy, e.g. Data Protection Act 2018; safeguarding, disclosure and confidentiality, e.g. Department for Education Keeping Children Safe in Education; organisational requirements such as policies covering: conflicts of interest, organisation, storage, retrieval and interpretation of information, safeguarding arrangements and responsibilities.

AC 8

Referrals to support services including: importance of identifying and accessing specialist services; points of referral to support individuals' internal specialist support, e.g. specialist for additional learning needs; finance and welfare support; mental health and wellbeing support; human resources in the workplace, i.e. for apprentices; designated safeguarding lead and team; equality, diversity and inclusion lead or officer, Prevent lead; study skills support; external specialist support, e.g. NHS, child and adolescent mental health services, charities, social services, police.

AC 9

Features of a safe and comfortable environment including: health and safety/safeguarding aspects; appropriate physical features, e.g. layout of furniture, heating, lighting, access arrangements, privacy, online etiquette and safeguarding if remote, access to technology if required; respecting the rights and feelings of the individual; confidentiality: establishing the limits of confidentiality, building trust, maintaining confidentiality.

ACs 10 & 13

Support individuals to identify, set goals and take responsibility including: methods to use to identify and agree goals with individuals, e.g. use of assessment information; long-, medium- and short-term goals relating to personal life, the learning programme and future employment; SMART targets; individual learning plans; negotiation techniques; progress measures; individual responsibility, e.g. confidence building, self esteem; a solutions mindset, e.g. learning conversations and motivational dialogues, coaching, growth mindset models.

AC 11

A coaching agreement: e.g. to set out the minimum entitlement to coaching support; to set boundaries, to establish mutual availability; to establish the number, frequency and length of meetings and observations of practice.

AC 12

Record keeping relating to coaching interactions including: data protection and privacy; organisational policies and procedures; confidentiality; supporting progress and achievement; meeting relevant funding requirements. An individual's responsibility and autonomy for making changes: e.g. for identifying own goals, for taking ownership of identified goals, for developing own knowledge, for identifying new goals, for developing own employability skills.

AC 14

Techniques for handling conflict such as: verbal and non-verbal communication, situational awareness, active listening, emotional awareness and empathy, negotiation, compromise. Knowledge of and access to support services for self and/or individual.

ACs 15 & 16

Professional development in knowledge and skills relevant to coaching: reflection skills, e.g. Gibbs' model of reflection, growth mindset approach, training needs analysis; feedback from others; staff appraisal and review; opportunities to update own knowledge and skills, e.g. attending courses, work-shadowing, taking a higher-level qualification; maintain records of continuous professional development (CPD), e.g. log of activities undertaken.

Assessment Method – please see the separate L5 DiT Assessment Tasks and Assessment Related Resources document for set Ascentis assessment tasks.

Please note that this unit does not appear in any other Ascentis qualifications

UNIT SPECIFICATIONS

Unit Title: **Preparing for a Mentoring Role in the Further Education and Skills Sector**

Unit Reference Number: **D/651/2338**

Credit Value of Unit: 5

GLH of Unit: 15

Level of Unit: 4

Introduction

This unit aims to develop an understanding of mentoring within the further education and skill sector. The unit includes consideration of the skills and qualities needed for this role and how own values, behaviours and attitudes can have an impact. It also covers exploring the boundaries of the role and a number of its key responsibilities, including complying with relevant standards and legislation. Finally, the unit considers opportunities to improve own current knowledge and skills relevant to working in a mentoring role.

Assessment Criteria	Assessment
1 Summarise key skills and qualities required for a mentoring role	Task 1A
2 Explain how own values, behaviours and attitudes can impact on a mentoring role	Task 1A
3 Explain why it is important to establish ground rules, expectations and boundaries within a mentoring relationship	Task 1A
4 Explain why it is important to act according to ethical, professional and organisational standards within a mentoring relationship	Task 1A
5 Summarise ways to build relationships with individuals when working as a mentor: • Face-to-face • Remotely	Task 1B
6 Analyse the potential benefits and impact of mentoring	Task 1A
7 Summarise legal and organisational requirements relevant to working in a mentoring role	Task 1A
8 Identify sources of support to deal with issues which are outside of own expertise and authority when working in a mentoring role	Task 1A
9 Identify factors that create a safe and comfortable environment for a mentoring session	Task 1B
10 Review methods for identifying and agreeing goals with mentees when working in a mentoring role	Task 1B
11 Explain the role of a mentoring agreement	Task 1B
12 Explain the importance of agreeing and maintaining records of interactions and outcomes when working in a mentoring role	Task 1B
13 Explain ways to support mentees to take personal responsibility when working in a mentoring role	Task 1B
14 Summarise techniques for handling conflicts that may arise within a mentoring relationship	Task 1B
15 Identify strengths and areas for development in relation to own knowledge and skills relevant to a mentoring role	Task 2
16 Identify opportunities to develop own knowledge and skills relevant to a mentoring role	Task 2

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1

Skills and qualities required for a mentoring role including: skills: organisational skills, e.g. planning, contracting, recording, structuring sessions, time management, scheduling, action planning, prioritising, facilitating; constructive feedback; report writing; maintaining boundaries; interpersonal skills, e.g. negotiating and influencing, listening, giving constructive feedback, questioning, motivating, encouraging, self-awareness, reflecting; understanding the needs of a mentee, ability to support a mentee effectively, ability to be objective about the progress of a mentee; qualities: good role model e.g. flexible, respectful, non-judgemental, non-threatening attitude, encouraging initiative and autonomy, open-mindedness, approachability, confidence, sincerity, warmth, commitment, patience, trustworthiness, supportiveness; understanding of the needs of a mentee, ability to support a mentee effectively, ability to be objective about the progress of a mentee.

AC 2

Ways own values, behaviours and attitudes can impact on the mentoring role: including: values, e.g. trust, respect, honesty, integrity, empathy; behaviours, e.g. importance of role modelling; promotion of equality, diversity and inclusion; attitudes, e.g. positive, motivating, commitment to role, supporting mentees; self-awareness of own thought, beliefs, values and actions, e.g. unconscious bias and stereotyping.

AC 3

Ground rules, expectations and boundaries in a mentoring relationship: including: ground rules: to establish a mentee's entitlement, to agree the frequency and timing of meetings, to agree the scope of meetings; expectations and boundaries, e.g. making own availability clear, recognising own limitations, not getting involved in supporting a mentee with personal problems and issues for which support services exist (such as, financial, counselling, health); signposting mentees to appropriate support services.

AC 4

Ethical, professional and organisational standards within a mentoring relationship: ethical and professional codes and standards, e.g. safeguarding, recognising and reporting conflicts of interest, identifying when disclosure to others is necessary, health and safety, risk assessments, importance of wellbeing and mental health relating to own role and mentee, standards for teachers; organisational policies and procedures, e.g. mentoring policies, code of conduct for staff, policies and procedures relating to referring incidents/support need, recording information; boundaries and limitations relating to roles and responsibilities.

AC 5

Building effective relationships including: verbal and non-verbal communication, e.g. voice, tone, pitch, listening skills, note taking, body language, adjustments to suit individual needs; use of technology, e.g. email, messaging, organisation tools relevant to the role; building relationships including face-to-face and remote interactions, e.g. rapport and trust, consistency, constructive feedback, meeting individual needs, negotiation and flexibility, sensitivity and empathy.

AC 6

Benefits of mentoring including: for mentees, e.g. provides impartial advice and encouragement, develops a supportive relationship, assists with problem solving, improves self-confidence, offers professional development, encourages reflection on practice; for mentors, e.g. provides opportunities to reflect on own practice, enhances job satisfaction, develops professional relationships, enhances peer recognition, draws on and consolidates own experience, widens understanding of an organisation and the way it works, provides opportunities to practise interpersonal skills, provides personal satisfaction through supporting the development of others.

AC 7

Legislation and organisational requirements relating to the mentoring role including: data protection and privacy, e.g. Data Protection Act 2018; safeguarding, disclosure and confidentiality, e.g. Department for Education Keeping Children Safe in Education; organisational requirements such as policies covering: conflicts of interest, organisation, storage, retrieval and interpretation of information, safeguarding arrangements and responsibilities.

AC 8

Referrals to support services including: importance of identifying and accessing specialist services; points of referral to support mentees' internal specialist support, e.g. specialist for additional learning needs; finance and welfare support; mental health and wellbeing support; human resources in the workplace, i.e. for apprentices; designated safeguarding lead and team; equality, diversity and inclusion lead or officer; Prevent lead; study skills support; external specialist support, e.g. NHS, child and adolescent mental health services, charities, social services, police.

AC 9

Features of a safe and comfortable environment including: health and safety/safeguarding aspects; appropriate physical features, e.g. layout of furniture, heating, lighting, access arrangements, privacy, online etiquette and safeguarding if remote, access to technology if required; respecting the rights and feelings of the individual; confidentiality: establishing the limits of confidentiality, building trust, maintaining confidentiality.

ACs 10 & 13

Support mentees to identify, set goals and take responsibility including: methods to use to identify and agree goals with mentees, e.g. use of assessment information; long-, medium- and short-term goals relating to personal life, the learning programme and future employment; SMART targets, individual learning plans; negotiation techniques; progress measures; mentee responsibility, e.g. confidence building, self esteem; a solutions mindset, e.g. learning conversations and motivational dialogues, mentoring and coaching, growth mindset models.

AC 11

A mentoring agreement: e.g. to set out the minimum entitlement to mentoring support; to set boundaries; to establish mutual availability; to establish the number, frequency and length of meetings and observations of practice.

AC 12

Record keeping relating to mentoring interactions including: data protection and privacy; organisational policies and procedures; confidentiality; supporting progress and achievement; meeting relevant funding requirements. Mentee responsibility and autonomy for making changes, e.g. for identifying own goals, for taking ownership of identified goals, for developing own knowledge, for identifying new goals, for developing own employability skills.

AC 14

Techniques for handling conflict such as: verbal and non-verbal communication, situational awareness, active listening, emotional awareness and empathy, negotiation, compromise. Knowledge of and access to support services for self and/or mentee.

ACs 15 & 16

Professional development in knowledge and skills relevant to mentoring: reflection skills, e.g. Gibbs' model of reflection, growth mindset approach, training needs analysis; feedback from others; staff appraisal and review; opportunities to update own knowledge and skills, e.g. attending courses, work-shadowing, taking a higher-level qualification; maintain records of continuous professional development (CPD), e.g. log of activities undertaken.

Assessment Method – please see the separate L5 DiT Assessment Tasks and Assessment Related Resources document for set Ascentis assessment tasks.

Please note that this unit does not appear in any other Ascentis qualifications

UNIT SPECIFICATIONS

Unit Title: **Preparing for a Personal Tutoring Role in the Further Education and Skills Sector**

Unit Reference Number: **F/651/2339**

Credit Value of Unit: 5

GLH of Unit: 15

Level of Unit: 4

Introduction

This unit aims to develop an understanding of personal tutoring within the Further Education and Skills sector. The unit includes consideration of the skills and qualities needed for this role and how own values, behaviours and attitudes can have an impact. It also covers exploring the boundaries of the role and a number of its key responsibilities, including complying with relevant standards and legislation. Finally, the unit considers opportunities to improve own current knowledge and skills relevant to working in a personal tutoring role.

Assessment Criteria	Assessment
1 Summarise key skills and qualities required for a personal tutoring role	Task 1
2 Explain how own values, behaviours and attitudes can impact on a personal tutoring role	Task 1
3 Summarise the boundaries and limitations of a personal tutoring role	Task 1
4 Explain why it is important to act according to ethical, professional and organisational standards in a personal tutoring role	Task 1
5 Summarise ways to build relationships with individuals when working as a personal tutor: • Face-to-face • Remotely	Task 2A
6 Analyse how learners' socio-economic, cultural and personal background, work history and educational achievement can affect their needs, aspirations and approach to learning.	Task 2B
7 Explain why it is important that learners take responsibility for their own learning	Task 2A
8 Explain why it is important that personal tutoring programmes support the development of learning and transferable skills	Task 2A
9 Identify factors which indicate learners who are at risk of disengaging from learning	Task 2C
10 Identify sources of support available for learners to deal with issues that are outside of own expertise or authority	Task 2D
11 Summarise legal and organisational requirements relevant to working in a personal tutoring role	Task 1
12 Summarise how to liaise with other professionals to support learners when working as a personal tutor	Task 2D
13 Explain the purpose of an individual learning plan	Task 2A
14 Review approaches to supporting learners to create personal learning targets	Task 2A
15 Explain why it is important to review and record learner progress and targets	Task 2A
16 Identify strengths and areas for development in relation to own knowledge and skills relevant to a personal tutoring role	Task 3
17 Identify opportunities to develop own knowledge and skills relevant to a personal tutoring role	Task 3

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1

Skills and qualities required for a personal tutoring role including: skills: organisational skills, e.g. planning, contracting, recording, structuring sessions, time management, scheduling, action planning, prioritising, facilitating; constructive feedback; report writing; maintaining boundaries; interpersonal skills, e.g. welcoming, building rapport, negotiating and influencing, listening, giving constructive feedback, questioning, motivating, encouraging, self-awareness, reflecting; understanding the needs of tutee, ability to support a tutee effectively, ability to be objective about the progress of a client/learner; qualities: good role model, e.g. flexible, respectful, non-judgemental, non-threatening attitude, encouraging initiative and autonomy, open-mindedness, approachability, confidence, sincerity, warmth, commitment, patience, trustworthiness, supportiveness; understanding of the needs of a tutee, e.g. ability to support a tutee effectively, ability to be objective about the progress of a tutee, good knowledge of support services available; understand the importance of welfare of learners.

AC 2

Ways own values, behaviours and attitudes can impact on the personal tutoring role: including: values, e.g. trust, respect, self awareness such as unconscious bias and stereotyping; behaviours, e.g. importance of role modelling; promotion of equality, diversity and inclusion; attitudes, e.g. positive, motivating, commitment to role, supporting learners.

AC 3

Boundaries and limitations of a personal tutoring role: the role includes: being a key contact for general advice relating to learners' programmes, monitoring learners' overall performance (attendance, punctuality, progress, achievement, attainment, behaviour), signposting learners to additional learning and learner support services, encouraging learners to become reflective and independent learners, arranging regular meetings and discussions with learners and where appropriate parent/carers and/or employers; Establishing ground rules, expectations and boundaries in a personal tutoring relationship including: ground rules: to establish tutee's entitlement, to agree the frequency and timing of meetings, to agree the scope of meetings; expectations and boundaries, e.g. making own availability clear, recognising own limitations.

AC 4

Ethical, professional and organisational standards within a personal tutoring relationship: ethical and professional codes and standards, e.g. safeguarding, recognising and reporting conflicts of interest, identifying when disclosure to others is necessary, health and safety, risk assessments, importance of wellbeing and mental health relating to own role and learner, standards for teachers; organisational policies and procedures, e.g. personal tutoring policies, code of conduct for staff, policies and procedures relating to referring incidents/support need, recording information; boundaries and limitations relating to roles and responsibilities.

AC 5

Building effective relationships including: verbal and non-verbal communication, e.g. voice, tone, pitch, listening skills, note taking, body language, adjustments to suit individual needs; use of technology, e.g. email, messaging, organisation tools relevant to the role; building relationships including face-to-face and remote interactions, e.g. rapport and trust, consistency, constructive feedback, meeting individual needs, negotiation and flexibility, sensitivity and empathy.

AC 6

Ways learners' socio-economic, cultural and personal background, work history and educational achievement can affect their needs, aspirations and approach to learning. Including: socio-economic, cultural and personal background, e.g. socio-economic patterns of education; parent/carers attitudes to learning; cultural attitudes to learning; effects of homelessness, transience or living in out-of-home care; refugee background; family breakdown/relationship issues and domestic violence; physical or mental health issues; disability; behavioural issues; offending behaviour and/or contact with police or justice system; substance misuse or dependency; pregnancy or parenting,

caring responsibilities; work history and educational achievement, e.g. financial constraints/unemployment, previous low educational attainment and impact on confidence, motivation, self-esteem and progress.

AC 7

Importance of learners taking responsibility for own learning including, e.g. engaging in additional learning outside of the classroom and the impact of this on progress and attainment; improved decision making, confidence, motivation and self-esteem.

AC 8

Supporting the development of learning and transferable skills including: improved progress e.g. enhanced attainment, improved employability skills, progression to further learning and or employment, improved problem solving, self-confidence; Strategies to enable learners to engage with learning: e.g. range of teaching and learning strategies and their benefits and limitations; career planning and guidance.

AC 9

Factors which identify learners at risk of disengaging from learning including: family and community factors such as poverty; parental unemployment and/or low educational attainment; homelessness, transience or living in out-of-home care; refugee background; family breakdown/relationship issues and domestic violence; personal factors such as physical or mental health issues, disability; behavioural issues, e.g. offending behaviour and/or contact with police or justice system, substance misuse or dependency; aggression, violence or social withdrawal; significant change in behaviour, attitude or performance; pregnancy or parenting, caring responsibilities; school/college related factors, e.g. negative relationships with teachers or peers, unsupportive school/college culture, limited subject options and lack of student participation in decision making; erratic or no attendance, low literacy or numeracy/poor attainment; lack of interest in school and/or stated intention to leave.

AC 10

Referrals to support services including: importance of identifying and accessing specialist services; meeting individual needs such as neurodiversity, mental health and wellbeing and physical support needs, neurodiversity e.g. dyslexia, dyscalculia, autistic spectrum disorders, dyspraxia, perceptual difficulties, physical needs, e.g. speech/communication difficulties, memory difficulties, mobility difficulties, deafness or partial hearing, blindness or partial sight. Mental health and wellbeing: e.g. bereavement, bullying, anxiety, stress, trauma-based responses, mental health problems; points of referral to support learners with health, wellbeing and safeguarding: internal specialist support, e.g. specialist for additional learning needs; mentor/personal tutor; employer; mental health support; wellbeing team; human resources in the workplace, i.e. for apprentices; designated safeguarding lead and team; equality, diversity and inclusion lead or officer; Prevent lead; external specialist support, e.g. NHS, child and adolescent mental health services, dyslexia assessment services, charities, social services, police.

AC 11

Legislation and organisational requirements relating to the personal tutoring role including: data protection and privacy, e.g. Data Protection Act 2018; safeguarding, disclosure and confidentiality, e.g. Department for Education Keeping Children Safe in Education; organisational requirements such as policies covering: conflicts of interest, organisation, storage, retrieval and interpretation of information, safeguarding arrangements and responsibilities.

AC 12

Working with others to support learners including: making referrals for learners to support services within and external to an organisation; liaising with learning support professionals to identify and meet individual learner needs.

AC 13

Purpose of an individual learning plan including: identification of learners' starting points, e.g. English and mathematics skills, individual learning needs, vocational skills scans; individualised target setting; monitor progress; record achievements; enable the learner to take control of their learning.

AC 14

Support learners to create personal learning targets and take responsibility including: methods to use to identify and agree goals with learners, e.g. use of assessment information; long-, medium- and short-term goals relating to personal life, the learning programme and future employment; SMART targets, individual learning plans; negotiation techniques; progress measures; learner responsibility, e.g. confidence building, self esteem; a solutions mindset, e.g. learning conversations and motivational dialogues, personal tutoring and growth mindset models.

AC 15

Learner progress and targets including: review of targets, e.g. to check that learners are making sufficient progress, to check that learners are meeting targets, to enable new targets to be set, to motivate learners, to provide a record of what learners have achieved; record keeping including, e.g. data protection and privacy, organisational policies and procedures, confidentiality, meeting relevant funding requirements.

ACs 16 & 17

Professional development in knowledge and skills relevant to personal tutoring: reflection skills e.g. Gibbs' model of reflection, growth mindset approach, training needs analysis; feedback from others; staff appraisal and review; opportunities to update own knowledge and skills, e.g. attending courses, work-shadowing, taking a higher-level qualification; maintain records of continuous professional development (CPD), e.g. log of activities undertaken.

Assessment Method – please see the separate L5 DiT Assessment Tasks and Assessment Related Resources document for set Ascentis assessment tasks.

Please note that this unit does not appear in any other Ascentis qualifications

UNIT SPECIFICATIONS

Unit Title: **Preparing to Develop Learners' Employability Skills**

Unit Reference Number: **K/651/2340**

Credit Value of Unit: 15

GLH of Unit: 45

Level of Unit: 4

Introduction

This unit focuses on preparing to develop learners' employability skills in the context of the delivery of other subjects. The unit considers the distinction between employability skills and employment skills, how learners' employability skills can be initially assessed and the advantages and disadvantages of embedding employability skills. It also covers how to review the curriculum to identify where and how different employability skills can be embedded, planning relevant teaching and learning activities, designing resources and devising assessment activities to enable embedded delivery. Finally, the unit includes analysing own relevant knowledge and skills and identifying opportunities to improve.

Assessment Criteria	Assessment
1 Explain how employability skills and employment skills are different	Task 1
2 Explain ways in which learners' employability skills can be assessed at the start of a programme of learning	Task 1
3 Explain advantages and disadvantages of embedding employability skills in the curriculum	Task 1
4 Explain ways to review the curriculum to embed development of learners' employability skills in delivery of own subject area/s	Task 2
5 Review the curriculum in own subject area/s to identify where learners' employability skills can be developed	Task 2
6 Plan teaching and learning activities to develop learners' employability skills in the curriculum of own subject area/s	Task 3A
7 Explain how the teaching and learning activities planned will develop learners' employability skills	Task 3A
8 Design resources to develop learners' employability skills in the curriculum of own subject area/s	Task 3B
9 Explain how the resources designed will develop learners' employment skills	Task 3B
10 Devise assessment activities to check the development of learners' employability skills in the curriculum of own subject area/s	Task 3C
11 Explain how the assessment activities devised will check the development of learners' employability skills	Task 3C
12 Explain ways in which other professionals can assist in supporting the development of learners' employability skills	Task 4
13 Analyse strengths and areas for development in relation to own current knowledge and skills relevant to supporting the development of learners' employability skills	Task 5
14 Identify opportunities to develop own current knowledge and skills relevant to supporting the development of learners' employability skills	Task 5

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1

Employability skills including: definition of employability skills; different employability skills including: communication and interpersonal skills, problem-solving skills, using own initiative and being self-motivated, working under pressure and to deadlines, organisational skills, team working, ability to learn and adapt, numeracy, valuing diversity and difference, negotiation skills, digital skills.

Employment skills: e.g. definition of employment skills; different employment skills including: effective CVs, effective applications: forms and supporting letters, interview techniques, relevant experience: real-work experience, voluntary experience, work shadowing.

AC 2

Assessment of employability skills including: initial assessment; diagnostic assessment; internal and external initial assessment tools, e.g. for English, mathematical and digital skills, designing curriculum based skills scans for use at the start of a programme of learning; use of individual learning plans; self-assessment vs teacher assessment of skills.

AC 3

Employability skills in the curriculum including: advantages, e.g. increased chances of getting a job, improved confidence, increased chances of keeping a job; increased chances of promotion, ability to make an effective contribution in an organisation, transferability of skills; disadvantages, e.g. less time for knowledge content, lack of up-to-date equipment/resources, learners' perception of relevance, limited opportunities for teacher updating.

AC 4

Ways to review the curriculum to incorporate employability skills, e.g. reviewing specifications/syllabus, curriculum mapping, working with colleagues, sharing good practice within own organisation and external to own organisation.

AC 5

Curriculum content, specifications/syllabuses; identifying which employability skills could be embedded where relevant, e.g. communication, interpersonal skills, problem-solving skills, self-motivation, time management, organisational skills, team working, numeracy, valuing diversity and difference, digital skills.

ACs 6 & 7

Ways to embed employability skills in teaching and learning activities including: writing employability-focused learning objectives/outcomes, teaching and learning strategies, e.g. focus on team work, communication, problem solving, projects; assessment and feedback strategies, e.g. presentations, group work, peer assessment/feedback, improving employability skills feedback; ways to support learners to develop own SMART targets to develop their employability skills; importance of up-to-date knowledge and skills; use of industry links and real-world applications, e.g. case studies/scenarios, links with employers/industry, guest speakers/trips and visits, skills competitions, work experience/work shadowing, simulated or real-work environments; experiential learning; masterclasses; own skills in development of industry links, e.g. knowledge of internal and external industry networks, importance of professional communication with industry links.

ACs 8 & 9

Resources to embed employability skills including: different types of resources, e.g. industry-related reports/data, industry reference documents, use of key weblinks/books; different styles of communication, e.g. reports, blogs, marketing materials; different ways of presenting/understanding data, e.g. bar charts, pie charts, statistics; promotion of equality, diversity and inclusion; aspects of designing resources, appropriate presentation, accessibility; own skills resource creation including: digital skills needed to create resources; finding useful and high-quality information, evaluation of information including source of information, awareness of misinformation, authenticity, relevance, date, reliability.

ACs 10 & 11

Assessment activities and employability skills including: purpose of assessment in relation to employability skills, i.e. clear assessment criteria, learner's own employability skills targets, use of assessment to check on the development of employability skills; assessment activities suitable in own curriculum area, e.g. work-related projects, presentations, using different writing styles, manipulating data and information, problem-solving tasks, use of digital skills, team work and collaboration tasks; feedback, e.g. teacher/peer/employer feedback, quantitative and qualitative feedback; use of feedback to develop learners' resilience, reflection, set their own employability targets.

AC 12

Ways other professionals can support the development of employability skills including: industry/employers, e.g. guest speakers, work shadowing, master classes and demonstrations, sponsorship (equipment, prizes), judging competitions, mentoring; career and human resources personnel, e.g. careers advisors, mock job applications/interviews; community and voluntary organisations, e.g. opportunities for voluntary work, mentoring schemes; external speakers and visits, e.g. alumni.

ACs 13 & 14

Reflective practice including: models of reflection, e.g. Kolb's experiential learning cycle, Gibbs' reflective cycle; evaluate own practice, e.g. observation of sessions, feedback from colleagues and learners, use of assessment outcomes; tools to assess own skills, e.g. English, mathematical and digital skills; identify strengths and areas for improvement relevant to the development of learners' employability skills in own practice; importance of continuous improvement, e.g. reflection and evaluation during period of teaching.

Personal knowledge and skills relating to embedding employability skills including: knowledge of subject area/s and related industry/industries, e.g. work experience in industry, knowledge and understanding of relevant legislation, standards and codes of practice, up-to-date information/data and practice and resources; continuous professional development activities, e.g. networking and guest speaker events, reading and research; work shadowing/visits in industry.

Assessment Method – please see the separate L5 DiT Assessment Tasks and Assessment Related Resources document for set Ascentis assessment tasks.

Please note that this unit does not appear in any other Ascentis qualifications

UNIT SPECIFICATIONS

Unit Title: **Quality Assurance and Quality Improvement in the Further Education and Skills Sector**
Unit Reference Number: **A/651/7053**

Credit Value of Unit: 15

GLH of Unit: 45

Level of Unit: 4

Introduction

This unit aims to increase knowledge and understanding of the quality assurance and quality improvement practices which are carried out in the Further Education and Skills (FES) sector. Roles and responsibilities of key personnel as well as key aspects of legislation are explored. The unit covers both internal and external quality systems and aims to help trainees see the wider context in relation to their specific subject area/s. Finally, the unit considers opportunities to improve own current knowledge and skills in relation to quality assurance and improvement.

Assessment Criteria	Assessment
1. Define key concepts relating to quality assurance and quality improvement in the FES sector	Task 1
2. Explain the distinction between quality assurance and quality improvement in the FES sector	Task 1
3. Summarise roles and responsibilities of key personnel involved in quality assurance and quality improvement in the FES sector	Task 1
4. Summarise key aspects of legislation, national guidance and regulatory requirements relevant to quality assurance and quality improvement in the FES sector	Task 2
5. Explain the purposes of external organisations that are involved in quality assurance and quality improvement in the FES sector	Task 2
6. Explain why it is important for providers in the FES sector to have in place robust quality assurance and quality improvement arrangements	Task 2
7. Analyse systems of quality assurance and quality improvement applied in the FES sector.	Task 3
8. Evaluate quality assurance and quality improvement activities used by education and training providers in the FES sector	Task 3
9. Describe the internal quality assurance and quality improvement arrangements of a specific provider of education and training in the FES sector	Task 4 A&B
10. Describe the internal quality assurance and quality improvement arrangements relevant to a specific learning programme in the FES sector	Task 4 A&B
11. Explain the importance of providing constructive feedback following internal quality assurance and quality improvement activities	Task 4 C&D
12. Evaluate quality assurance and quality improvement activities used with teachers in the FES sector to support their continuous improvement and development	Task 4 C&D
13. Analyse strengths and areas for development in relation to own current knowledge and skills relevant to quality assurance and quality improvement in the FES sector	Task 5 A
14. Identify opportunities to develop own knowledge and skills relating to quality assurance and quality improvement in the FES sector	Task 5 B

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Key concepts involved in quality assurance and quality improvement including: internal and external quality assurance; standards and benchmarks; performance indicators; standardisation and moderation; compliance; audits and monitoring; feedback and action planning.

Definitions related to quality in FES including: quality assurance, quality improvement, standards, benchmarks, key performance indicators, internal and external verification.

Roles and responsibilities relating to quality including, e.g.: governors, senior leaders, curriculum and course leaders, teachers, internal quality assurance roles.

Legislation, national guidance and regulatory requirements relating to quality assurance and quality improvement including: Further and Higher Education Act 1992, e.g. importance of incorporation and increased self-regulation, performance indicators, inspection and public accountability; Education Act 2002, e.g. importance of continuous professional development, inclusion, setting high standards; Education and Inspections Act 2006, e.g. role of Ofsted; Education and Skills Act 2008, e.g. raising participation in education and training age to 18 years and providing high standards; Apprenticeships, Skills, Children and Learning Act 2009, e.g. to improve standards in vocational training, establishment of Ofqual, roles of Joint Council for Qualifications (JCQ), Office of Qualifications and Examinations Regulation (Ofqual); examples of regulatory requirements relating to qualifications, e.g. awarding body regulations, qualification specifications, assessment criteria, external quality assurance arrangements, external standardisation and moderation arrangements.

Role and purposes of external organisations including: inspection, accreditation and compliance, e.g. Ofsted, awarding organisations, Office of Apprenticeships, Quality Assurance Agency for Higher Education (QAA), Health and Safety Executive (HSE); regulation of assessments, e.g. JCQ, Ofqual, awarding organisations; benchmarking, national statistics and standards, e.g. Department for Education, Ofsted; support FES in continuous improvement, e.g. Association of Colleges (AoC), Education and Training Foundation.

Importance of robust quality assurance and quality improvement arrangements including, e.g.: institutional reputation, setting high standards, meeting stakeholders' standards, self-regulation and continuous improvement, high levels of learner success and destinations, compliance, culture of continuous improvement embedded.

Models to support quality systems including: Investors in People; Total Quality Management; strengths, weaknesses, opportunities, threats (SWOT).

Frameworks to support quality assurance and improvement including: Ofsted Education Inspection Framework; Quality Assurance Code of Practice for Careers Education, Information, Advice and Guidance (CEIAG) and Matrix standards.

Cycles to support quality assurance and improvement including: Plan, Do, Check, Act (PDCA) cycle, quality cycle, self assessment and quality improvement planning.

Activities to support quality assurance and improvement, e.g. curriculum reviews, data reviews such as retention, pass rate, achievement rate, learner surveys/focus groups, destinations, teaching and learning observations, peer observations, standardisation and moderation, deep dives, appraisals.

Impact of quality assurance and quality improvement activities including: benefits, e.g. objectivity, compliance, continuous improvement, feedback and action planning, good practice sharing, professional development, setting performance indicators, culture of ambition; drawbacks, e.g. subjectivity, lack of benchmarks, stress and negative impact of wellbeing, lack of timeliness, lack of stakeholder involvement.

Features of internal quality assurance and quality improvement arrangements for a provider including, e.g.: quality cycle, self-assessment, curriculum reviews, observation of teaching, learning and assessment, data reviews, learner surveys, quality improvement plans; internal policies and

procedures, e.g. quality assurance and improvement policies, staff development, teaching, learning and assessment, complaints and compliments.

Features of internal quality assurance and quality improvement arrangements for a learning programme including, e.g.: curriculum self-assessment, course reviews, observation of teaching, learning and assessment, quality audits, standardisation/moderation, learner voice, appraisal, quality improvement plans.

Constructive feedback including: follow relevant policies and procedures, objectivity and evidence based, specific strengths and areas for further development, non-judgemental, supportive, SMART action planning.

Continuous improvement and development of teachers including the impact of quality assurance and improvement activities such as: self-assessment, observation of teaching, learning and assessment, learner voice, quality audits, appraisals.

Knowledge and skills relating to quality assurance and quality improvement, e.g. knowledge of different systems and activities, application of different systems and confidence in carrying out/using the outcomes of peer observations, lesson walks and observations, observation of assessors, quality audits, learner surveys and learner voice, course reviews, participating in standardisation/moderation meetings, participating in appraisals.

Professional development opportunities relevant to quality assurance and quality improvement including: work-shadowing, attending courses, gaining additional qualifications such as assessor awards, internal quality assurance, quality management, applying for an examiner/moderator/external quality assurer/end point assessor role.

UNIT SPECIFICATIONS

Unit Title: **Understanding Behaviour Management in a Learning Environment**

Unit Reference Number: **L/651/2341**

Credit Value of Unit: 10

GLH of Unit: 30

Level of Unit: 5

Introduction

This unit aims to develop understanding of how to manage behaviours in a learning environment. It includes analysing the characteristics and impact of behaviours that can occur in a learning environment, and related legislation and organisational policies. It also includes analysing theories of behaviour management and how these have informed own practice in creating a purposeful learning environment. Finally, the unit includes an analysis of the effectiveness of own practice in managing behaviours in a learning environment.

Assessment Criteria	Assessment
1 Summarise behaviours that can occur in a learning environment	Task 1
2 Analyse factors that contribute to behaviours in a learning environment	Task 1
3 Analyse the impact of behaviours on a learning environment	Task 1
4 Summarise legislation relating to managing behaviours in a learning environment	Task 2
5 Summarise organisational policies relating to managing behaviours in a learning environment	Task 2
6 Analyse theories of behaviour management	Task 3
7 Explain how behaviour management theories can be applied to establishing a purposeful learning environment	Task 3
8 Explain how behaviour management theories can be applied to addressing challenging behaviours in a learning environment	Task 3
9 Evaluate the effectiveness of own practice in relation to managing behaviours in a learning environment	Task 4
10 Identify opportunities to develop own knowledge and skills relevant to managing behaviours in a learning environment	Task 4

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1

Behaviours that can occur in a learning environment including: definitions of challenging behaviour such as low-level disruption and high-level disruption; examples of low-level disruptive behaviour, e.g. talking and calling out without permission, slow to start work and/or follow instructions, a lack of respect for other learners and staff, not bringing the right equipment, using mobile devices at the wrong time and location; examples of high-level disruption, e.g. aggression and damage including setting off fire alarms, attacking or threatening teacher and/or other learners, oppositional behaviour and defiance, bullying and harassment; positive behaviour, e.g. respecting others and their opinions, paying attention, participating in activities, respect and tolerance, inclusivity, high level of attendance, punctuality.

AC 2

Factors that contribute to behaviours in a learning environment including: triggers leading to challenging behaviour (low level and high level), external environment such as home circumstances; personal factors, e.g. feelings of lack of attention, lack of self-esteem and confidence, need for power and control, hunger, poor health and low attendance; neurodiversity and behaviours; learning environment, e.g. physical factors (layout, temperature, light, noise level); poor teaching including ineffective planning to meet individual needs, inappropriate or limited range of teaching and learning methods, resources and assessment activities, curriculum issues such as inappropriate learning programme, negative labelling; positive behaviours relating to external factors, e.g. safe and secure home environment; personal factors such as self-esteem and confidence, social skills and emotional intelligence and resilience; appropriate identification of neurodiversity and support plans; positive learning environment and teaching.

AC 3

Impact of behaviours on a learning environment including: potential impact of behaviours on a learning environment, e.g. disruptive behaviour: impeding effective teaching and learning, compromising the teacher's authority and control, making the teacher and/or other learners feel insecure or threatened, negatively affecting the motivation of other learners, increased costs where disruptive behaviour cannot be dealt with in the classroom and requires other staff and facilities for managing it; impact on learner displaying disruptive behaviour, e.g. low self esteem, limited learning progress and achievement, negative self-image; positive behaviour can have the opposite effects.

ACs 4 & 5

Legislation and policies relating to managing behaviours in a learning environment including e.g. Health and Safety at Work Act 1974, Human Rights Act 1988, The Education and Inspection Act 2006, Equality Act 2010; Keeping children safe in education (updated annually); organisational policies relating to managing behaviours in a learning environment, e.g. equality and diversity policy, bullying and harassment policy, disciplinary policy, grievance policy, behaviour management policy, attendance and punctuality.

AC 6

Analyse theories of behaviour management including: psychological theories, e.g. behavioural, cognitive behavioural, humanistic, psychodynamic; education-specific approaches, e.g. reality and choice (William Glasser), assertive discipline (Lee Canter), cooperative discipline (Linda Albert), responsible thinking process (Edward Ford), self control (Fredrick Jones).

ACs 7 & 8

Application of behaviour management theories to establishing a purposeful learning environment and addressing challenging behaviour: creating a purposeful learning environment, e.g. behaviourist – reward and role modelling, cognitive – processes information, well ordered structured teaching and learning, comprehension, memory and application, psychodynamic – favourable learning environment, reduction of anxiety and internal barriers to learning, aware of emotional triggers for behaviour; addressing challenging behaviour, e.g. reality and choice (Glasser) – giving ownership, responsibility and decision-making to learners; assertive discipline (Canter) – teacher having clear expectations, consequences, using consistency and reinforcement; cooperative discipline

(Albert) – understanding why challenging behaviour occurs, working on prevention and learners choosing responsible behaviours; responsible thinking (Ford) – teaching learners self-control; self-control (Jones) – supporting learners by using positive body language and incentives.

ACs 9 & 10

Professional development in knowledge and skills relevant to behaviour management: reflection skills, e.g Gibbs' model of reflection, growth mindset approach, training needs analysis; feedback from others; staff appraisal and review; opportunities to update own knowledge and skills, e.g. attending courses, work-shadowing, taking a higher-level qualification, maintain records of continuous professional development (CPD), e.g. log of activities undertaken.

Assessment Method – please see the separate L5 DiT Assessment Tasks and Assessment Related Resources document for set Ascentis assessment tasks.

Please note that this unit does not appear in any other Ascentis qualifications

UNIT SPECIFICATIONS

Unit Title: **Understanding How to Promote Wellbeing within the Further Education and Skills Sector**
Unit Reference Number: **D/651/7054**

Credit Value of Unit: 15

GLH of Unit: 45

Level of Unit: 4

Introduction

This unit introduces the trainee to the promotion of wellbeing for both learners and staff in the Further Education and Skills (FES) sector. Trainees will consider factors that have an impact on the wellbeing of people as well as reflecting on research and current messages about maintaining wellbeing. Trainees will research how wellbeing is being promoted within a specific organisation. They will also identify resources and activities available to support the wellbeing of both staff and learners within the FES sector.

Assessment Criteria	Assessment
1. Explain how and why the concept of wellbeing can have different meanings for people	Task 1A
2. Analyse factors that influence the health and wellbeing of people, populations and communities	Task 1A
3. Review research leading to the development of the five ways to wellbeing	Task 1A
4. Explain ways in which messages about wellbeing can be communicated effectively	Task 1A
5. Summarise policies and procedures relating to the promotion of staff wellbeing in a specific organisation within the FES sector	Task 1B
6. Identify resources and activities available for the promotion of staff wellbeing in a specific organisation within the FES sector	Task 1B
7. Describe strategies for supporting own wellbeing as a professional within the FES sector	Task 1B
8. Summarise policies and procedures relating to the promotion of learner wellbeing in a specific organisation within the FES sector	Task 1C
9. Identify resources and activities available for the promotion of learner wellbeing in a specific organisation within the FES sector	Task 1C
10. Explain how learner wellbeing can be promoted as part of own practice within the FES sector	Task 2
11. Analyse strengths and areas for development in relation to own current knowledge and skills relevant to promotion of staff and learner wellbeing within the FES sector	Task 3
12. Identify opportunities to develop own current knowledge and skills relevant to supporting the development of the promotion of staff and learner wellbeing	Task 3

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1

Definitions of wellbeing

A range of definitions including:

- World Health Organization (WHO)
- NHS
- Department of Health
- Oxford English Dictionary

The subjective nature of individual perceptions of wellbeing

Examples include:

- Wellbeing can mean different things to different people in a variety of situations
- Wellbeing can change over time, even over short timescales
- The link between resilience and wellbeing:
 - different people find different things harder or easier to cope with
 - some people are adversely affected by bad national and international news, whilst others are not
 - some people are adversely affected by environmental factors such as noise, whilst others hardly notice it
- The link between a positive mindset and wellbeing – some people may perceive something as a challenge, whilst others perceive the same thing as a problem
- The link between health and wellbeing – health issues may affect wellbeing

Contexts in which wellbeing can be measured and referred to

A range of contexts including:

- personal
- professional
- community
- national and governmental
- international

AC 2

Factors influencing health and wellbeing of people, populations and communities

Influences to include physical health; mental health; the two-way relationship between health and wellbeing (health influences wellbeing and vice versa); inequalities in health in the UK; the social determinants of health, e.g. where we live, environment, relationships, financial, education levels. Inequalities are defined as avoidable, unfair and systematic differences in health between different groups and how these inequalities can affect wellbeing.

Adverse childhood experiences (ACEs) and their potential contribution to wellbeing throughout the life course, resilience and the ability to bounce back from adversity.

Protective factors, e.g. supportive and caring families, settled housing and lifestyle, positive experiences in school, no involvement with substance use, belonging to clubs and networks in school, parental involvement with school.

Risk factors, e.g. poor parental relationships, significant stress in the home, lack of supervision at home, failure at school, lack of peer groups and friendships, living in a socially deprived area.

Positive influences on wellbeing including: the amount of social capital people and communities can build (Office for National Statistics (ONS)), health benefits of positive thinking, networks of close friends, religious beliefs, a rewarding job or career, financial stability, having a positive outlook on life.

Personal perceptions of wellbeing can be assessed by reflecting on how satisfied people are with their lives, how anxious or happy they feel, how worthwhile they feel their lives to be and what their physical and mental health is like.

AC 3

Research relevant to the development of the five ways to wellbeing

Background research leading to development of the five ways to wellbeing; Foresight Mental Capital and Wellbeing Project (2008).

Aims of the project: to analyse the most important drivers of mental capital and well-being; to develop a long-term vision for maximising mental capital and well-being in the UK for the benefits of society and the individual.

The five ways to wellbeing:

- Connect (e.g. with the people around you, with family, friends, colleagues and neighbours)
- Keep learning (e.g. try something new, rediscover an old interest, sign up for a course)
- Be active (e.g. go for a walk or run, step outside, cycle, play a game)
- Take notice (e.g. be curious, catch sight of the beautiful, remark on the unusual, notice the changing seasons, savour the moment, be aware of the world around you)
- Give (e.g. do something nice for a friend or a stranger, thank someone, smile)

A range of literature and reports including the Foresight Challenge Reports relating to:

Mental health

<https://assets.publishing.service.gov.uk/media/5a7ce5afed915d36e95f0526/mental-capital-wellbeing-summary.pdf>

Well-being and work

https://dera.ioe.ac.uk/id/eprint/8445/1/wellbeing_and_work.pdf

Learning difficulties

https://www.cne.psychol.cam.ac.uk/files/learning_difficulties_1-8.pdf

Mental capital through life

<https://www.gov.uk/government/collections/mental-capital-and-wellbeing>

Positive Psychology

<https://positivepsychology.com/psychological-capital-psycap/>

AC 4

Ways to communicate messages about wellbeing effectively

Approaches related to the effective communication of the five ways to wellbeing including: social marketing; starting 'where people are at'; removing small barriers to healthy behaviour; making the behaviour change easy for people; easily understood messages; supporting people to make changes; ensuring that personal goals are achievable (SMART goals); the EAST framework highlighting the power of making things Easy, Attractive, Social and Timely; positive education; trauma-informed approaches.

AC 5

Policies and procedures relating to staff wellbeing in FES

Mental health guides for FE staff and leaders

<https://www.educationsupport.org.uk/resources/for-individuals/guides/mental-health-and-wellbeing-guides-for-fe-staff-and-leaders/>

Education Staff Wellbeing Charter (DfE, 2021). Benefits of signing this Charter. Model policy on harassment and bullying (National Education Union, 2020). Mental Health Charter (Association of Colleges).

The five pillars of wellbeing: physical, mental, financial, social and digital. The importance of a culture of collaboration and planning as a team across the organisation, together with a supportive and no-blame culture.

Consider what impact changing or implementing any new policies, procedures and practices has on the wellbeing of colleagues; creating a positive work culture: encouraging work/life balance; providing CPD opportunities; helping teachers manage workloads.

AC 6

Resources and activities available to support staff wellbeing in FES

Work/life balance. Workload Reduction Taskforce (DfE, 2024) – ongoing government project looking to reduce teachers' working hours. Initial recommendations.

<https://www.gov.uk/government/publications/workload-reduction-taskforce-initial-recommendations>

The Mental Health at Work Commitment (MIND):

Training to recognise signs of burnout including exhaustion, mental detachment from work, problems with performance or relationships at work, disrupted sleep or head and stomach aches, depression.

Provision of counselling or lunchtime activities; ensuring access to support; access to sport and fitness facilities free of charge; training for staff on reducing stress; making it easy to ask for help. Flexible working. Provision of digital tools to lessen workload. Structuring timetables to make more efficient use of time.

Initiatives such as menopause training and support, bereavement support, illness support, men's health. Mental Health First Aid England courses.

Counselling, therapies. Wellbeing days.

AC 7

Strategies for supporting own wellbeing

Taking stock; thinking positively; managing stress; building emotional resilience; using the five ways to wellbeing to check own wellbeing.

Self-care plans and quizzes: (<https://schools.au.reachout.com/teacher-wellbeing/self-care-for-professionals>).

Being alert to the signs and symptoms of too much pressure.

Setting boundaries between home and work; building connections and relationships in FES.

Managing workload. Avoiding answering emails at home. Making time to relax.

Activities outside of work, e.g. exercise, social groups and networks, craft activities, hobbies.

Eating well. Sleeping well. Learning new skills. Maintaining friendships. Doing something you enjoy.

AC 8

Policies and procedures relating to learner wellbeing in FES

Learner health and wellbeing policies. Safeguarding and Prevent policies. Equality and diversity. Learning Support Policy.

Boundaries of the teacher's role in the wellbeing agenda. Referral procedures – knowing when and where to refer learners for support.

Safe from Bullying in Further Education Colleges:

https://lx.iriss.org.uk/sites/default/files/resources/Safe%20from%20bullying_0.pdf

Targeted support toolkit for providing effective targeted mental wellbeing support in an FE setting: <https://www.mentallyhealthyschools.org.uk/whole-school-or-college-resources/targeted-support-toolkit/>

Government report: Promoting children and young people's mental health and wellbeing (2015). Eight principles of a whole college approach to promoting mental health and wellbeing: [Promoting children and young people's mental health and wellbeing - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/431111/Promoting_children_and_young_people's_mental_health_and_wellbeing_-_GOV.UK.pdf)

AC 9

Resources and activities available to support learner wellbeing in FES

Recognition that staff wellbeing underpins pupil wellbeing. Staff can be encouraged to lead and participate in activities that promote wellbeing.

Incorporation of wellbeing initiatives and information into lessons, workshops, training and class session planning, e.g.:

- Mindfulness lessons
- Identifying positive thoughts and experiences.
- Wellbeing trackers
- Individual and group tutorials
- Targeted support programmes
- Wellbeing calendar of topics
- Recognising national awareness days

- Enrichment activities
- Empowering young people to support peer wellbeing (wellbeing ambassadors and mental health champions)
- Enabling access to and use of self-help strategies
- Life coaching – example of a useful guide can be found at: <https://www.worthit.org.uk/blog/life-coaching-for-teens>
- Consistent tracking and awareness of student wellbeing
- Appointment of a mental health lead

The potential to work with external agencies as an integral part of support for learner wellbeing. Visiting speakers. Access to counselling services. Learner support such as finance, support with exams, etc.

Ensuring there is a clear pathway to support for targeted learners struggling with mental ill health or specific needs.

AC 10

Promotion of learner wellbeing as part of own practice in FES

Examples of opportunities to raise topics related to wellbeing:

- Group tutorials
- One-to-one tutorials
- Lessons
- Carrying out initial and/or diagnostic assessments
- Embedding wellbeing topics as appropriate to subject specialisms
- Making use of visiting speakers
- Developing resources

Examples of topics relating to wellbeing that could be covered:

- Personal safety
- Drug and alcohol awareness
- Fitness and activity levels
- Healthy choices
- Exploring stress and its causes
- Discussing barriers to learning
- Managing time effectively

Examples of things to consider when interacting with learners:

- Using active listening skills
- Acknowledging an individual's priorities in relation to their health and wellbeing
- Understanding reasons why individuals may resist or refuse advice and information
- Enabling easy access to support facilities and services
- Creating a welcoming and positive environment

AC 11 & 12

Knowledge and skills relating to promotion of staff and learner wellbeing

Teacher Wellbeing Index – annual publication by the charity Education Support.

<https://www.educationsupport.org.uk/media/3qeajx41/teacher-wellbeing-index-2025.pdf>

Things to consider include: the complex nature of wellbeing. Factors influencing health and wellbeing. Research on wellbeing. Communicating messages about wellbeing. Policies and procedures relating to staff and learner wellbeing in FES. Resources and activities available to support staff and learner wellbeing in FES. Strategies to support own wellbeing. Promoting learner wellbeing in own practice. Recognising when you might need support. Knowing who to go to for support.

Examples of opportunities to develop own knowledge and skills in supporting the development of the promotion of wellbeing

CPD including: training, reading and research, peer observation, networking, sharing ideas across teams, feedback from others.

APPENDIX 1

Summary Record of Achievement

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

Reference Number: 610/4436/2

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Mandatory Units – all these must be achieved					
Effective Digital and Online Pedagogies	5	15			
Learners and Learning	5	15			
Professional Practice	5	30			
Teachers and Teaching	5	15			
Teaching My Subject	5	15			
Optional Units – minimum of 30 credits required					
Action Research	5	15			
Preparing for a Coaching Role in the Further Education and Skills Sector	4	5			
Preparing for a Mentoring Role in the Further Education and Skills Sector	4	5			
Preparing for a Personal Tutoring Role in the Further Education and Skills Sector	4	5			
Preparing to Develop Learners' Employability Skills	4	15			
Quality Assurance and Quality Improvement in the Further Education and Skills Sector	4	15			
Understanding Behaviour Management in a Learning Environment	5	10			

Understanding How to Promote Wellbeing within the Further Education and Skills Sector	4	15			
---	---	----	--	--	--

Trainee Name _____

Minimum Credit Value of Qualification: 120

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Summary of Practice Requirements for the Mandatory Units

Overall Performance Plan for Placement Activities, Teaching Practice, Observations, Schemes of Work, Lesson Plans.

This table is provided as a useful summary reference to the performance requirements of the qualification and the related mandatory units.

Unit	Number of Hours Teaching Practice	Number of Observations – 45 minutes minimum per observation	Number of Hours Teaching-related Activities (non-teaching hours)	Schemes Of Work	Lesson Plans
Teaching My Subject	100 hrs: 80 hrs in main subject specialism and face to face 20 hrs in main subject specialism either face to face or online synchronous delivery (in addition to the hours of online synchronous delivery for the digital unit)	6 Either 6 x face to face Or 5 x face to face and 1 x online synchronous delivery – if they do 20 hrs online synchronous delivery for this unit	N/A	50 hrs	20 hrs
Learners and Learning	N/A	N/A	N/A	N/A	N/A
Teachers and Teaching	N/A	N/A	N/A	N/A	N/A
Effective Digital and Online Pedagogies	20 hrs: 2 hrs online synchronous delivery in either main subject specialism or secondary subject specialism 2 hrs face to face delivery using digital and/or online technologies in either main subject specialism or secondary subject specialism	2 1 x online synchronous delivery and 1 x face to face delivery using technology	N/A	N/A	20 hrs: 2 hrs online synchronous 2 hrs face to face 16 hrs either online or face to face delivery

	16 hrs either online synchronous delivery or face to face delivery using digital and/or online technologies in main subject specialism or secondary subject specialism				
Professional Practice	30 hrs: Main subject specialism or secondary subject specialism – all face to face Must be done after all other teaching hours	2 2 face to face Must be done after all other observations	100 hrs: Non-teaching duties e.g. meetings, CPD, peer observations, planning, interviewing learners	N/A	1.5 hrs minimum of 2 lesson plans 2 face to face
Totals	150 hours	10 observations	100 hours	50 hours	41.5 hours

Additional Guidance to Clarify the Requirement for Teaching Practice Using Digital and Online Technologies

The purpose of the Diploma in Teaching (Further Education and Skills) qualification is to develop trainees to be able to teach their specialist subject(s) across the Further Education and Skills (FES) sector. It is **not** to validate a trainee's existing practice working in one specific area. This has always been the case for teaching qualifications for this sector. Trainees may need to broaden their existing practice to meet placement requirements. It has always been the case that variety in teaching practice will equip a trainee to feel confident to teach in a variety of settings. They should feel confident to be able to apply for jobs within different environments within FES. Please see the links to the new DfE requirements on **page 17** of this specification.

DfE expects ITE programmes to equip trainees with the knowledge and skills required to teach high-quality lessons remotely and online, and provide opportunities to use those skills in practice. DfE advises that this would best be demonstrated through direct experience of teaching classes online (which should be prioritised), but could also be achieved through supervised sessions, appropriate use of bespoke online learning packages, or through other methods that providers and their partnerships determine will equip student teachers with the necessary knowledge, skills and opportunities to teach effectively in digital environments. Additionally, trainee teachers must demonstrate achievement of the following occupational standards:

- K20: Advances in digital, online, and emerging technologies and their application in the teaching environment, and principles of online safety.
- S25: Use innovative and up to date digital and online technologies in a way that is safe to improve teaching, learning and assessment.

The unit 'Effective Digital and Online Pedagogies' therefore includes practice and observation requirements to ensure that DfE expectations related to remote and online delivery are met, and that trainee teachers achieve the relevant occupational standards. Key points are as follows:

- The 20 hours of practice for this unit must be part of a trainee's teaching hours and additional to the guided learning hours for the qualification – they cannot be delivered as part of the teaching programme as a developmental micro teaching session, for example.
- A minimum of 2 hours of this total must be online synchronous delivery, with at least one hour of the 2 being observed.
- A minimum of 2 hours of this total must be face-to-face delivery in which digital and/or online technologies are used, with at least one hour of the 2 being observed.
- The other 16 hours can be either online synchronous delivery or face-to-face delivery in which digital and/or online technologies are used.
- The 20 hours and two observations are built into the assessment for the 'Effective Digital and Online Pedagogies' unit. Trainees would not be able to pass this unit if they do not complete these 20 hours of delivery and have two successful observations.

Full details of the practice and observation requirements for this unit are included in [Appendix 2](#) of this specification and the assessment tasks in the Assessment Tasks and Assessment Related Resources document.

Trainees who are not able to meet all of the above requirements with their current learners will need to be found a suitable alternative. This could be, for example: a second teaching placement; delivery of valid CPD sessions to staff; delivery of online learning to learners who they are not currently teaching.

Therefore, it is essential that centres ensure that a trainee will have the realistic opportunity to meet **all** placement and teaching practice requirements **before** admitting them onto the course.

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

Mapping of Mandatory Units to Level 5 Learning and Skills Teacher Occupational Standard

NOS	Teaching My Subject	Learners and Learning	Teachers and Teaching *	Professional Practice **	Effective Digital and Online Pedagogies
K1	*	*	*	*	*
K2			*	*	
K3	*		*	*	
K4			*	*	
K5	*		*	*	
K6			*	*	
K7		*	P	*	
K8		*	P	*	
K9			*	*	
K10			*	*	*
K11		*	P	*	*
K12		*	P	*	
K13	*		P	*	
K14			*	*	*
K15			*	*	
K16			*	*	
K17			*	*	
K18			*	*	
K19			*	*	*
K20			P	*	*
S1	*			*	
S2		*		*	*
S3	*			*	
S4	*			*	
S5		*		*	
S6	*			*	
S7	*			*	
S8	*			*	
S9	*			*	
S10		*		*	
S11	*			*	
S12		*		*	
S13		*		*	
S14			*	*	
S15		*		*	
S16	*			*	
S17	*			*	*
S18	*			*	
S19	*			*	*
S20	*			*	*
S21	*			*	*
S22			*	*	
S23	*			*	
S24	*			*	*
S25				*	*
B1	*	*		*	
B2	*		*	*	*
B3	*		*	*	*

B4	*	*	*	*	*
B5	*	*		*	*
B6	*			*	

Notes:

***Teachers and Teaching – all knowledge standards covered due to the inclusion of the teacher’s role and responsibilities. Some standards, however, will just be covered in part within this specific unit. These are indicated with ‘P’ in above table. They will all be covered fully over other units.**

****Professional Practice – all standards covered as this is the unit that brings all other units together and can only be achieved after all mandatory and optional units are completed.**

Learning and Skills Teacher Occupation Duties and Mapping to Knowledge, Skills and Behaviours

The Learning and Skills Teacher Occupational Standard is based round these 9 duties and form the basis for the teaching role within the Further Education and Skills sector.

DUTY	KSBs
Duty 1 Promote a passion for learning and set high expectations of all students and support their personal and skills development	K5 K9 S10
Duty 2 Maintain a focus on outcomes, for all students, so that they recognise the value of their learning and the future opportunities available to them	K5 K6 K8 K9 S1 S3 S10 S11
Duty 3 Demonstrate, maintain and evidence excellent pedagogy, subject, curriculum and industry knowledge and practice	K2 K5 K6 K9 K14 K15 K16 K19 K20 S2 S3 S4 S7 S9 S15 S25 B2 B3
Duty 4 Plan, deliver and evaluate effective evidence-informed teaching using assessment, relevant systems and safe use of technology to support learning	K3 K5 K6 K7 K9 K17 K18 K20 S1 S3 S4 S7 S11 S15 S17 S18 S19 S20 S22 S25
Duty 5 Work in a manner that values diversity, and actively promote equality of opportunity and inclusion by responding to the needs of all students	K4 K7 K10 K15 K16 S6 S8 S13 S18 S19 S22 B5
Duty 6 Model professional relationships with students, colleagues and stakeholders that support the highest quality education and training	K11 K12 K15 K16 S14 S18 S19 S20 B4
Duty 7 Work within professional boundaries, legal and ethical standards to set clear expectations for engaging in learning for all students	K10 S13 S17 S18 S19 S24
Duty 8 Undertake relevant roles and duties and model sustainable practices, having regard to professional standards, demonstrating resilience and adaptability when dealing with challenge and change	K1 K2 K4 K19 S23 B1 B2 B3 B6
Duty 9 Support students with their next steps for progression and learning by providing appropriate information, advice, and guidance	K7 K8 K13 S1 S5 S12 S14 S16 S21

Source: Skills England, Learning and Skills Teacher:

<https://skillsengland.education.gov.uk/apprenticeship-standards/st0149-v1-4>

APPENDIX 6

Glossary

Acronym/Term	Explanation
ACL	Adult Community Learning
AI	Artificial Intelligence
AR	Augmented Reality
AO	Awarding Organisation
AVA	Access Validating Agency
BERA	British Educational Research Association
CPD	Continuing Professional Development
DET	Diploma in Education and Training
DfE	Department for Education
DTPF	Digital Teaching Professional Framework
EDI	Equality, Diversity and Inclusion
ETF	Education and Training Foundation
EQA	External Quality Assurance/Assurer
ESFA	Education and Skills Funding Agency
FE	Further Education
FES	Further Education and Skills
GDPR	General Data Protection Regulation
GLH	Guided Learning Hours
HE	Higher Education
IfATE	Institute for Apprenticeships and Technical Education (Skills England from 01.06.2025)
IQA	Internal Quality Assurance/Assurer
ILP	Individual Learning Plan
ITE	Initial Teacher Education
ITP	Independent Training Provider
JISC	The UK digital, data and technology agency focused on tertiary education, research and innovation.
Learner	Used in this document to indicate the trainee teachers' learners or used as part of the titles of units.
KPI	Key Performance Indicator
Microteaching	An activity where trainee teachers prepare and deliver a short teaching lesson to their peers which they use to evaluate and develop their performance.
OCNW	Open College of the North West (now Ascentis)
Ofqual	The Office of Qualifications and Examinations Regulation
OfS	Office for Students
Ofsted	Office for Standards in Education
QAA	Quality Assurance Agency for Higher Education
QTLS	Qualified Teacher Learning and Skills

RARPA	Recognising and Recording Progress and Achievement
RPL	Recognition of Prior Learning
RQF	Regulated Qualifications Framework – lists qualifications regulated by Ofqual
SEND	Special Educational Needs and Disabilities
SET	Society for Education and Training
Skills England	Agency sponsored by the DfE, replacing IfATE
TQT	Total Qualification Time
Trainee teacher / trainee	Used in this document to refer to the candidate taking this qualification.
VR	Virtual Reality
WBL	Work Based Learning

Resources to Support the Delivery of this Qualification

Ascentis Resources

Assessment Tasks and Assessment Related Resources document – available when centres are approved to deliver the Diploma. This provides the assessment tasks, feedback sheets and supplementary guidance. Supporting Resources document contains useful pro forma for use by centre staff and trainees.

Useful Publications and Resources

These are resources that can be used by teacher educators to inform planning and delivery of the Diploma. They are only intended as suggestions and do not constitute a complete list. There are also some resources that can be used by trainees, for example, for professional development.

Teaching strategies

Morrison McGill, R. (2023). *The Teacher Toolkit Guide to Questioning – Turning theory into practice*, Bloomsbury
 Alexander, R. (2020). *A Dialogic Teaching Companion*. Oxen: Taylor & Francis Group
 Crawley, J. (2018). *Just Teach in FE – A People-centred Approach*, London, Learning Matters
 Mead, D. (2020). *The Expert Teacher - Using Pedagogical Content Knowledge to Plan Superb Lessons*, Carmarthen, Independent Thinking Press.
 Petty, G. (2014). *Teaching Today - A Practical Guide*, Cheltenham, Nelson Thornes
 Lemov, D. (2021). *Teach Like a Champion 3.0: 63 Techniques that put Students on the Path to College*, Jossey-Bass. San Francisco, USA
 Gravells, A. (2021). *Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (4th Edition)*. Learning Matters.

Learning theories

Lord, J. (Ed.) (2022). *Psychology of Education: Theory, Research and Evidence-Based Practice*, Sage
 Bates, B. (2023). *Learning Theories Simplified – and how to apply them to teaching*, 3rd Edition, Sage
 Morrison McGill, R. (2022). *The Teacher Toolkit Guide to Memory – Turning theory into practice*, Bloomsbury
 Gould, J. (2012). *Learning Theory and Classroom Practice in the Lifelong Learning Sector*, Sage, Learning Matters
 Sherrington, T. (2019). *Rosenshine's Principles in Action*, John Catt

Inclusive practice

Major, L. and Briant, E. (2023). *Equity in Education: Levelling the playing field of learning*, John Catt
 Johnson, K. and George, T. (2020). *Supporting Inclusive Teaching Practice within a UK Further and Higher Education Context*, Ravensbourne University London, UK Compass Journal of Learning and Teaching (Vol 13, No 2 2020) <https://journals.gre.ac.uk/index.php/compass/article/view/1034>

English and mathematics

Sharrock, T. (2016). *Embedding Maths and English – Practical Strategies for FE and Post-16 Tutors*, Northwich, Critical Publishing

Digital

Pedagogical theories related to digital technology

Kellsey, D. and Taylor, A. (2016). *The learningwheel: a model of digital pedagogy*, Northwich: Critical Publishing Ltd
 Prensky, M. (2001). *Digital Natives, Digital Immigrants Part 1, on the Horizon Vol 9*
[What is digital native? | Definition from TechTarget](#) (Updated 2020)
 Scott, D. (2018). *Learning Technology: A Handbook for FE Teachers and Assessors*, St Albans: Critical Publishing Ltd
 Scott, D. (2022). *Digital Learning, Teaching and Assessment For HE and FE Practitioners*. St Albans: Critical Publishing Ltd

Artificial intelligence

Priten, S. (2023). *AI and the Future of Education: Teaching in the Age of Artificial Intelligence*, Jossey-Bass
 ModernMind Publications, (2023) *Teaching with AI: Empowering Educators for the Future Classroom*

Barriers to digital learning

AOC – Creating a Post Covid 19 Ed Tech Strategy with no-one left behind.

[Creating a Post-Covid-19 EdTech Strategy | Association of Colleges](#)

Jisc Guides – *using assistive and accessible technology in teaching and learning*

[Guides - Jisc](#)

Online safety

www.getsafeonline.org – website with tips of how to stay safe online

www.saferinternet.org.uk – useful information for staying safe online

Digital skills and professional development

White, J. (2015). *Digital literacy skills for FE teachers*. London: Sage

www.allaboardhe.ie – short lessons on a variety of digital skills

www.enhance.etfoundation.co.uk – digital strategy and framework to support the FE sector, includes link to the Digital Teaching Professional Framework

[Essential digital skills framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/essential-digital-skills-framework) – the digital skills adults need to safely benefit from, participate in and contribute to the digital world

Further Education and Skills Sector

Department for Education (DfE). (2025). *Powerful Pedagogy: Effective Practice*. Published by GOV.UK.

Jones, S. (2022). *Great FE Teaching – Sharing Good Practice*, London, Corwin

Tummons, J. (Ed.) (2020). *PCET – Learning and Teaching in the Post-compulsory Sector*, London, Learning Matters

Lewis J. and Bolton, P. (2023). *Further Education Funding in England*, House of Commons Library

<https://researchbriefings.files.parliament.uk/documents/CBP-9194/CBP-9194.pdf>

Skills for Jobs: *Lifelong Learning for Opportunity and Growth* (2021)

<https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth>

Professional development

Gravells, A., & Lumsden, G. (2024). *Achieving your Diploma in Teaching (FE & Skills): Putting theory into practice for the qualification or apprenticeship*. Learning Matters.

Tripp, D. (2011). *Critical Incidents in Teaching: Developing professional judgement*. Routledge

Eales-Reynolds, L.J., Judge, B., Jones, P. and McCreery, E. (2010). *Critical Thinking Skills for Education Students*, Exeter, Learning Matters

Sellers, M. (2017). *Reflective Practice for Teachers*, Sage, Learning Matters

Action research

McNiff, J. (2017). *Action Research: All you need to know*. SAGE.

Buckler, S. & Moore, H. (2023). *Essentials of Research Methods in Education*. SAGE

Bell J & Waters S (2018). *Doing Your Research Project: A Guide for First-Time Researchers*. 7th Edition, Open University Press

Kara, H., Lemon, N., Mannay, D. & McPherson, M. (2021). *Creative Research Methods in Education: Principles and Practices*. Policy Press.

Lichtman, M. (2023). *Qualitative Research in Education: a user's guide*. 4th edition. Routledge

Journals:

Research in Post-Compulsory Education, Taylor and Francis

Journal of Vocational Education and Training, Taylor and Francis

Educational Action Research, Taylor and Francis

Journal articles:

Yosief, A., Sulieman M.-S. and Biede, T. (2024). Improving the practices of teacher educators through collaborative action research: challenges and hopes, *Educational Action Research*, 32:2, 204-221, DOI: [10.1080/09650792.2022.2066147](https://doi.org/10.1080/09650792.2022.2066147)

Feekery, A. (2023). The 7 C's framework for participatory action research: inducting novice participant-researchers, *Educational Action Research*, DOI: [10.1080/09650792.2023.2234417](https://doi.org/10.1080/09650792.2023.2234417)

McLaughlin, C. (2024). Exploring the foundations, *Educational Action Research*, 32:1, 1-6, DOI: [10.1080/09650792.2024.2301257](https://doi.org/10.1080/09650792.2024.2301257)

Dikilitaş, K. & Yaylı, D. (2018). Teachers' professional identity development through action research, *ELT Journal*, 72(4), 415–424 DOI: [10.1093/elt/ccy027](https://doi.org/10.1093/elt/ccy027)

Henthorn, R., Lowden, K. and McArdle, K. (2024). 'It gives meaning and purpose to what you do': mentors' interpretations of practitioner action research in education, *Educational Action Research*, 32(2), 169–185, DOI: 10.1080/09650792.2022.2106260

Employability skills

Gravells, A. (2010). *Delivering Employability Skills in the Lifelong Learning Sector (Further Education and Skills)* Learning Matters

Griggs, J. and Scandone, B. (NatCen Social Research), with Batterham, J. (Chrysalis) (2018). *How employable is the UK? Report prepared for LifeSkills created with Barclays*

[Barclays Lifeskills report v10.pdf](#)

Cottrell, S. (2021). *Skills for Success: Personal Development and Employability: 79 (Bloomsbury Study Skills)*, 4th edition, Red Globe Press

Pegg, A., Waldoock, J. Hendy-Isaac, S. and Lawton, R. (2012). *Pedagogy For Employability*. York, UK: Higher Education Academy

Free courses to help learn new skills or change jobs. Including general skills that apply to all sectors and more specialised skills.

<https://nationalcareers.service.gov.uk/find-a-course/the-skills-toolkit>

Skills Builder Partnership, The Universal Framework. Eight transferable essential skills to succeed. This tool helps to measure and build essential skills.

[The Universal Framework \(skillsbuilder.org\)](#)

Behaviour management

Bates, B., Bailey, A. and Lever, D. (2019). *Behaviour Management*, London, Sage

Emerson, A. (2022). *The Case for Trauma-informed Behaviour Policies*, *An International Journal of Personal, Social and Emotional Development* (Vol. 40, 2022 - Issue 3)

<https://www.tandfonline.com/doi/full/10.1080/02643944.2022.2093956>

James, G. (2016). *Transforming Behaviour in the Classroom*, London, Sage

Rogers, B. (2015). *Classroom Behaviour – a practical guide*, London, Sage

Wallace, S. (2017). *Motivating Unwilling Learners in Further Education*, London, Bloomsbury

Robinson, D. (2019). *Classroom Behaviour Management in Further Adult and Vocational Education* Bloomsbury

Coaching and mentoring

Garvey, B., Garvey, R. and Stokes, P. (2021). *Coaching and Mentoring: Theory and Practice*, London, Sage

Clutterbuck D (2022) *Coaching and Mentoring: A Journey Through the Models, Theories, Frameworks and Narratives of David Clutterbuck* Routledge

Fehring, H. and Rodrigues, S. (2017). *Teaching, Coaching and Mentoring Adult Learners: Lessons for Professionalism and Partnership* Routledge 2017

Armitage, A. and Cogger, A. (2019). *The New Apprenticeships: Facilitating Learning, Mentoring, Coaching and Assessing* (Further Education) Critical Publishing

Malderez A (2024) *Mentoring Teachers Supporting Learning, Wellbeing and Retention* Routledge 2024

Personal tutoring

Mcintosh, E., Lochtie, D., Stork, A. and Walker, B. (2018). *Effective Personal Tutoring in Higher Education*.

Stork, A., Walker, B. and Wallace, S. (2015). *Becoming an Outstanding Personal Tutor – Supporting Learners through Personal Tutoring and Coaching* Critical Publishing

Quality Assurance and Quality Improvement

Mansell, S., Hampel, A., & Gravells, A. (2021). *50 Quality Improvement and Quality Assurance Approaches: Simple, easy, and effective ways to improve performance*. Learning Matters.

Gravells, A. (2016). *Principles and Practices of Quality Assurance: A guide for internal and external quality assurers in the FE and Skills Sector*. Learning Matters.

Department for Education (DfE). (2023). *Further Education and Skills Inspection Handbook*. Published by GOV.UK.

Andrew, D. (2025). *Quality Assurance of Careers Education and Guidance: A briefing paper for careers leaders across the UK*. Retrieved from [Quality Assurance Briefing Paper](#).

Matrix Standard. *The Matrix Standard*. <https://matrixstandard.com/>.

Wellbeing of staff and learners

Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222-235.

Holmes, E. (2018). *A Practical Guide to Teacher Wellbeing*, London: Learning Matters

Glazzard, J. and Stones, S. (2020). *Staying Mentally Healthy During Your Teaching Career*, Northwich: Critical Publishing

Useful links for wellbeing:

<https://www.who.int/activities/promoting-well-being>

<https://whatworkswellbeing.org/about-wellbeing/what-affects-wellbeing/> This site is no longer updated but contains useful information.

<https://player.vimeo.com/video/189604325> Short video showing overview of potential harm of adverse childhood experiences.

[The Little Book of Adverse Childhood Experiences | National Education Union](#)

<https://neweconomics.org/uploads/files/five-ways-to-wellbeing-1.pdf> Report communicating the evidence base for improving people's wellbeing.

<https://youtu.be/ihoBD9sNWxY> Example of developing wellbeing using positive education in FES.

<https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers> Teacher wellbeing research report, 2019.

<https://www.et-foundation.co.uk/resources/mental-health-and-emotional-wellbeing/> ETF resources for wellbeing.

<https://www.educationsupport.org.uk/resources/for-organisations/> Useful resources.

<https://www.worthit.org.uk/blog/wellbeing-post16-positive-further-education> Wellbeing activities in the post-16 age group, using a positive education approach.

<https://www.annafreud.org/resources/schools-and-colleges/> A range of free mental health resources.

[Education staff wellbeing charter - GOV.UK](#) Staff wellbeing charter, working in primary, secondary and FE settings.

<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/socialcapitalintheuk/april2020tomarch2021> Office for National Statistics (ONS) definition of social capital.

<https://www.mind.org.uk/news-campaigns/campaigns/mental-health-at-work-commitment/> Example of a workplace mental health commitment.

<https://neu.org.uk/latest/library/harassment-and-bullying-model-policy> Model policy for harassment and bullying.

Useful websites

www.et-foundation.co.uk

www.aoc.co.uk

www.gov.uk

<http://geoffpetty.com>

<http://phil-race.co.uk>

<https://www.equalityhumanrights.com/en/our-work>

<https://feweeek.co.uk>

<https://educationendowmentfoundation.org.uk>

<https://www.teachinginlifelonglearning.org.uk>

[Home / Skills England](#)

Level 5 Descriptors

Level	Knowledge and Understanding The holder:	Skills The holder can:
5	Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.

These level descriptors are taken from the Ofqual Handbook (2017) and build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). They set out the generic knowledge and skills associated with the typical holder of a qualification at that level.

Further support and guidance for tutors
By the end of the programme, trainees will be able to demonstrate: A critical reflection of the relationship between theory and practice Critical evaluation of key concepts and principles in their area of study Critical application of their knowledge and understanding of key concepts and principles to personal and professional practice Evidence of detailed research and reading, including professional publications Concise, precise academic writing showing evidence of detailed planning Clear analysis and development of ideas and arguments Utilisation of the Harvard bibliographical referencing system Effective communication of information and arguments to a range of audiences Accurate use of grammar, punctuation and spelling Critical analysis of and critical reflection on concepts and evidence to support a particular point of view Accurate use of numerical calculations and interpretation of data Use of Information and Communication Technology Evidence of commitment to working within a professional value base