



Qualification Specification

ProQual Level 5 Diploma in Teaching (Further Education & Skills)

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Summary of Changes

Version	Date	Section	Nature of Change
V1.0	September 2026	All	New qualification specification replacing qualification 610/4229/8 following a full review and update of the qualification structure, content, learning outcomes and assessment requirements.

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Introduction

The ProQual Level 5 Diploma in Teaching (Further Education and Skills) provides a nationally recognised qualification for individuals currently working in, or intending to work in, teaching and training roles within the Further Education and Skills sector in England. The qualification has been developed in line with the Department for Education (DfE) Diploma in Teaching (Further Education and Skills) qualification framework and reflects the requirements of the Learning and Skills Teacher occupational standard.

The qualification is designed to support the development of knowledgeable, reflective and professionally competent teachers who are able to plan, deliver and assess inclusive, high-quality teaching and learning across a wide range of Further Education and Skills contexts, including Further Education colleges, independent training providers, adult and community learning, offender learning, work-based learning and the third sector.

The qualification combines professional knowledge, subject-specialist pedagogy and extensive teaching practice to ensure candidates develop the skills, behaviours and professional understanding required to meet the occupational standards for teachers in the Further Education and Skills sector. The qualification also promotes the effective use of digital and online pedagogies, evidence-informed practice, equality, diversity and inclusion, sustainability, and the embedding of English and mathematics within teaching and learning.

To ensure a breadth of teaching practice experiences, the candidate should gain experience in a **minimum of two** teaching locations.

The aims of this qualification are to:

- Develop candidates' knowledge, understanding and practical teaching skills required for effective teaching and training within the Further Education and Skills sector.
- Support candidates to apply evidence-informed and inclusive teaching, learning and assessment approaches within professional practice.
- Enable candidates to develop subject-specialist pedagogy and curriculum expertise relevant to their teaching context.
- Develop candidates understanding of professional responsibilities, safeguarding, equality, diversity and inclusion, and wider sector requirements.

- Provide opportunities for candidates to develop effective digital and online teaching practices.
- Support candidates to achieve the occupational competence required by the Learning and Skills Teacher occupational standard.
- Provide a progression route towards Qualified Teacher Learning and Skills (QTLS) status and wider professional development within the education and training sector.

Centres should note that from academic year 2026 to 2027 onward, providers delivering specified FE ITE courses are subject to [The Further Education \(Initial Teacher Training\) Regulations 2026](#) and should refer to the [supporting materials provided by the Department for Education](#).

Prospective Further Education teachers may also find this information helpful, alongside information on how to [teach in Further Education](#).

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF) and has been published in Ofqual's Register of Qualifications.

Terminology Used Throughout this Specification

To ensure clarity, the following terminology is used throughout this qualification specification:

- **Candidate** or **trainee** means the individual undertaking this qualification.
- **Learner** means an individual who is taught or supported by the candidate or trainee during their teaching practice or in the context of their professional role.
- References to **learners** within the units and assessment criteria relate to the candidate's own learners and not to the individual undertaking this qualification.

Qualification Profile

Qualification Title:	ProQual Level 5 Diploma in Teaching (Further Education & Skills)
Qualification Number:	610/7942/X
Level:	Level 5
Total Qualification Time (TQT):	1200 Hours 120 Credits
Guided Learning Hours (GLH):	460 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally quality assured by ProQual Verifiers
Qualification Start Date:	01/09/2026
Qualification Review Date:	01/09/2029

Candidate Profile

This qualification is intended for candidates who are currently teaching, training or supporting learning within the Further Education (FE) and Skills sector, or those wishing to progress into a teaching role within the sector. It is suitable for individuals working across a wide range of FE and skills settings, including FE colleges, independent training providers, adult and community learning, work-based learning, offender learning, voluntary sector provision, and employer-based training environments.

The qualification is designed for candidates who wish to develop the professional knowledge, skills and behaviours required to meet the Learning and Skills Teacher occupational standard and to undertake a full teaching role within the FE and Skills sector.

Candidates undertaking this qualification are expected to have access to two appropriate teaching placements that enables them to meet the practice requirements of the qualification, including the required teaching practice hours, observations and professional practice activities.

Placements undertaken within schools or settings primarily serving learners under the age of 16 are **not** acceptable for the purposes of this qualification.

Entry Criteria

Candidates must have achieved **Level 2 regulated qualifications in both English and mathematics** prior to commencing the programme.

Candidates must be able to **demonstrate the ability to study at Level 5.**

Centres are responsible for ensuring that candidates are suitable for the qualification and should carry out an appropriate initial assessment of candidates' existing knowledge, skills, experience and professional practice context in order to support effective individual learning and assessment planning.

Candidates should be **aged 19 years or over** at the point of registration due to the professional practice and occupational competence requirements associated with the qualification. Centres are reminded that candidates must be registered with ProQual AB before any assessment activity takes place.

Due to the practice-based nature of this qualification, candidates should have sufficient access to teaching opportunities, learners, resources and support within an appropriate Further Education and Skills environment to enable them to successfully achieve the qualification requirements.

Successful completion of this qualification may support progression towards Qualified Teacher Learning and Skills (QTLS) status, subject to the requirements of the relevant professional body.

Qualification Structure

This qualification consists of **mandatory and optional units**.

A minimum of 120 credits is required to achieve the Diploma.

Candidates must complete all mandatory units (90 credits) to complete this qualification.

A minimum of 30 credits must also be achieved from the optional units.

Unit Number	Unit Title	Level	Credits	GLH
Mandatory Units – Candidates must complete all units in this group.				
M/652/3684	Teaching My Subject	5	15	60
T/652/3686	Learners and Learning	5	15	60
Y/652/3687	Teachers and Teaching	5	15	60
A/652/3688	Professional Practice	5	30	300
J/652/3690	Effective Digital and Online Pedagogies	5	15	60

Unit Number	Unit Title	Level	Credits	GLH
Optional Units – Candidates must complete a minimum of 30 credits in this group.				
L/652/3692	Action Research and Practitioner Enquiry in Further Education and Skills	5	10	40
R/652/3694	Inclusive Practice and Adaptive Teaching in Further Education and Skills	5	10	40
Y/652/3696	Managing Behaviour and Positive Learning Environments in Further Education	5	10	40
A/652/3697	Teaching in Remote, Blended and Digital Learning Environments	5	5	20
D/652/3698	Quality Assurance and Improvement in Further Education and Skills	5	10	40
F/652/3699	Regulatory Compliance and Accountability in Further Education and Skills	5	10	40
M/652/3700	Personal Tutoring and Learner Progression in Further Education	5	10	40
R/652/3701	Coaching and Mentoring in Further Education and Skills	5	10	40

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment, resources and personnel to enable candidates to carry out the practical requirements of this qualification.

Statutory Requirements for FE ITE Providers (England)

Educational institutions delivering this qualification as a specified Further Education Initial Teacher Education (FE ITE) course commencing on or after 1 September 2026 should ensure compliance with the [Further Education \(Initial Teacher Training\) Regulations 2026](#) and associated [Department for Education guidance](#). This includes requirements relating to provider registration with the Department for Education (DfE) and the provision of information when requested. Centres remain responsible for ensuring that their delivery arrangements comply with all applicable statutory and regulatory requirements.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 5 Diploma in Teaching (Further Education & Skills)

Claiming Certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit Certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement Certificates

If a replacement certificate is required, a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Assessment Requirements

Candidates must demonstrate the levels of knowledge and competence described within the units and in relation to the [Learning and Skills Teacher occupational standard](#).

Each candidate is required to produce a portfolio of evidence demonstrating achievement of all learning outcomes and assessment criteria associated with each unit. The portfolio should include evidence of when and how the candidate has met the occupational standard in their professional practice, counter signed by their course tutor.

Portfolio evidence may include, but is not limited to:

- Observation reports and mentor feedback.
- Assignments, projects and reports.
- Records of professional discussions, oral and written questioning.
- Witness testimony.
- Reflective accounts.
- Candidate products.
- Recognition of prior learning (RPL), where permitted by ProQual AB policy.
- Placement logs and records of professional practice.
- Schemes of work, lesson plans and assessment plans.
- Learner feedback and reflective evaluations.
- Teaching, learning and assessment resources.
- Records of meetings, CPD activities and wider organisational involvement.

The Professional Practice unit also requires the candidate to:

- Complete and show evidence of all their practice hours.
- Complete a portfolio of evidence relating to the placements and submit it to the module assessors.
- Participate in a final assessment involving a 30-minute professional discussion relating to any aspect of professional practice. This assessment is referred to as the Oral Examination.

Evidence for the Professional Practice unit must include, but is not limited to:

- Evidence confirming completion of the minimum placement and teaching practice hours.
- Written records of ten Observation of Teaching and Learning (OTL).
- Observation feedback and assessment reports.
- A cross-reference matrix demonstrating where the candidate has met the occupational standards, countersigned by an assessor from the centre.
- Records of the Oral Examination.
- The completed ProQual Range and Diversity Confirmation Record.
- A final judgement confirming whether or not the candidate has met the occupational standards.

Centres are responsible for devising appropriate assignments and assessment materials for the remaining units within the qualification, provided that such assessment enables candidates to demonstrate achievement of all learning outcomes and assessment criteria.

Additional assessment requirements and supporting guidance relating to specific units are included in this specification, following the learning outcomes and assessment criteria for each unit.

Centres delivering this qualification must ensure that all assessors, tutors, mentors and internal quality assurance staff are appropriately qualified, **occupationally competent** and experienced in Further Education and Skills teaching and learning practice.

Assessors must possess relevant qualifications and teaching experience within an education or training environment.

Acceptable qualifications include:

- A Diploma in Teaching (DiT), or, if training began before September 2024, a Diploma in Education and Training (DET).
- One of the following Higher Education Providers (HEP) qualifications:
 - i. Certificate in Education (CertEd), if Level 5.
 - ii. Professional Graduate Certificate in Education (PGCE), if Level 6.
 - iii. Post Graduate Certificate in Education (PGCE), or the Postgraduate Diploma in Education (PGDE) if Level 7.

Internal quality assurers who are suitably qualified may hold qualifications such as:

- ProQual Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

Centres must ensure that candidates are supported during professional practice by appropriately experienced staff, including subject-specialist support and pastoral mentoring arrangements.

Occupationally competent means capable of carrying out the full requirements of the role to the standard expected within the Further Education and Skills sector.

Occupationally knowledgeable means possessing the relevant technical knowledge, professional understanding and current sector awareness required to support assessment and quality assurance decisions.

Professional Practice Requirements

This section defines the mandatory requirements that apply to the assessment of the Professional Practice unit. It includes the requirements for professional placements, mentoring, Observations of Teaching and Learning (OTLs), the Placement Log, the ProQual Range and Diversity Confirmation Record and the Oral Examination. These requirements form an integral part of the assessment strategy for the qualification and must be successfully completed before certification can be claimed.

Assessment of the Professional Practice unit must be based primarily on evidence generated through teaching practice, professional placement activities and reflective professional development.

Professional Placements

As part of this qualification, candidates must complete two professional placements within appropriate Further Education and Skills settings. These are referred to throughout this specification as the First Placement and the Second Placement.

Candidates must complete a minimum of 250 hours of professional practice across both placements.

First Placement

The First Placement must:

- Comprise a minimum of 150 hours of teaching practice.
- Include a minimum of 100 teaching hours within the candidate's own subject specialism.
- Provide opportunities for the candidate to plan, deliver and evaluate teaching using face-to-face, remote and digital approaches, where appropriate to their teaching context and occupational specialism.

Second Placement

The Second Placement must:

- Comprise a minimum of 20 hours of professional practice.
- Take place with a different provider from the first placement wherever reasonably practicable.

Where a placement with a different provider cannot reasonably be arranged, the Second Placement may be completed with the original provider, provided that it enables the candidate to experience a substantially different teaching context, for example by:

- Teaching a different subject or curriculum area.
- Teaching at a different site or venue.
- Teaching a different learner group or programme.

The purpose of the Second Placement is to broaden the candidate's professional experience rather than simply increase the number of teaching hours completed.

Unlike the First Placement, the hours completed during the Second Placement are not required to consist solely of teaching practice and may include wider professional practice activities.

Professional practice activities may include, but are not limited to:

- Team meetings.
- Curriculum planning.
- Learner assessments.
- Assessment or standardisation meetings.
- Lesson observations.
- Quality assurance activities.
- Continuing professional development (CPD).
- Cross-departmental meetings.
- Wider organisational or curriculum development activities.

These activities are intended to develop the candidate's understanding of the wider professional responsibilities of teachers working within the Further Education and Skills sector.

Only professional practice undertaken as part of an approved placement may contribute towards the required 250 hours. Centres must ensure that all placement hours are evidenced through the Placement Log in accordance with the requirements set out in the **Placement Log** section of this specification.

Placement Settings

Professional placements must take place within providers of further education, higher education, adult learning, vocational education or work-based learning and training.

Placements undertaken within schools or settings primarily serving learners under the age of 16 are **not** acceptable for the purposes of this qualification.

Centre Responsibilities

Centres must ensure that candidates have access to suitable placement opportunities that enable them to meet all Professional Practice requirements specified within this qualification.

Throughout both placements, candidates must receive appropriate professional support, including:

- Subject-specialist mentoring.
- Pastoral or professional mentoring.
- Support from the course tutor.

Further requirements relating to mentoring are provided in the **Mentoring and Local Support** section of this specification.

Mentoring and Local Support

Centres must ensure that each candidate receives appropriate support throughout their professional practice from suitably experienced staff. As a minimum, candidates must be supported by:

- A Subject Mentor.
- A Pastoral Mentor.
- A Course Tutor.

The mentoring arrangements are intended to ensure that candidates receive both subject-specialist support relating to teaching practice and broader pastoral and professional support throughout their placement.

Subject Mentor

The Subject Mentor must be occupationally competent within the candidate's subject specialism and actively involved in teaching that subject. The Subject Mentor is responsible for providing subject-specific guidance, supporting the candidate's professional development and providing professional feedback to support assessment of the candidate's teaching practice.

Centres should normally allocate sufficient time for the Subject Mentor to undertake this role. A recommended minimum is **30 minutes per candidate per week**.

Pastoral Mentor

The Pastoral Mentor provides wider professional and pastoral support throughout the placement. This includes providing advice and guidance, supporting the candidate's wellbeing and professional confidence, monitoring progress and liaising with the delivering centre, where appropriate.

A Pastoral Mentor may support more than one candidate. Centres should normally allocate sufficient time for each candidate to receive effective mentoring. A recommended minimum is **30 minutes per candidate per week**.

Where the placement provider has limited staffing capacity, the Pastoral Mentor role may be undertaken by a member of the Initial Teacher Education (ITE) delivery team, provided sufficient additional time is allocated to fulfil this responsibility effectively.

Course Tutor

The Course Tutor retains overall responsibility for supporting the candidate throughout the programme. This includes monitoring progress, providing academic guidance, coordinating assessment requirements and maintaining regular communication with placement providers and mentors, where appropriate.

Preparation of Mentors

Centres must ensure that all mentors receive appropriate induction, preparation and ongoing support to enable them to fulfil their responsibilities effectively throughout the programme.

Observations of Teaching and Learning (OTL)

During their professional placements, candidates must be observed on a minimum of **ten** occasions through Observations of Teaching and Learning (OTLs) and as part of the assessment of the Professional Practice Unit.

The ten observations should normally be distributed throughout the programme to demonstrate the candidate's development over time and should not normally be completed within a short period.

Each observation must be undertaken by an appropriately qualified and experienced observer. This may include the Subject Mentor, Course Tutor or an appointed Assessor.

Each OTL must:

- Be at least 45 minutes in duration;
- Assess authentic teaching practice within a live teaching environment;
- Provide opportunities for candidates to demonstrate a broad range of teaching, learning, assessment, behaviour management and professional practice skills across different learner groups, teaching contexts and delivery methods.

Centres should, where reasonably practicable, provide opportunities for candidates to teach groups of approximately ten or more learners as part of their teaching practice. However, the primary consideration is that candidates are able to demonstrate the breadth and range of professional practice required by the [Learning and Skills Teacher Occupational Standards](#).

Observation activities should be used throughout the programme to support formative feedback and professional development before contributing towards summative judgements of occupational competence.

A maximum of two OTLs may involve live remote delivery with the observer attending remotely. One additional observation may be conducted remotely where appropriate arrangements are in place to enable effective observation, feedback and professional discussion.

Pre-recorded teaching sessions must not be used as formal OTLs. However, recordings of teaching may be used for developmental purposes, including:

- Supporting reflective practice and self-evaluation.
- Demonstrating the application of teaching approaches or techniques.

- Informing professional discussions between the candidate and their mentor or tutor.

An observation report must be completed for each OTL and retained within the candidate's professional portfolio. Reports should identify the relevant occupational standards, together with the knowledge, skills and behaviours demonstrated during the observation.

Placement Log

Candidates must maintain a Placement Log throughout the programme to record teaching practice, professional practice activities, mentoring support, Observations of Teaching and Learning (OTLs) and continuing professional development (CPD).

The Placement Log must be maintained throughout the programme and forms part of the candidate's professional portfolio. Its purpose is to provide evidence that the professional placement requirements specified within this qualification have been met. It must provide a clear, chronological record of the candidate's professional practice and demonstrate how the required placement hours have been achieved.

Centres may use the Placement Log Template (Appendix One), or an alternative recording format, provided it captures, as a minimum, the information specified below:

- Name of the placement provider.
- Name, job title and contact details of the subject mentor and pastoral mentor.
- The candidates own role and responsibilities whilst on placement.
- A record of teaching practice hours undertaken.
- A record of wider professional practice activities undertaken.
- Mentoring meetings, feedback and support received.
- Observations of teaching and learning (OTLs) undertaken.
- Continuing professional development (CPD) activities undertaken.

Range and Diversity Confirmation Record

All candidates must complete the ProQual Range and Diversity Confirmation Record (Appendix Two) as part of the Professional Practice assessment requirements.

The ProQual Range and Diversity Confirmation Record provides a holistic confirmation that the candidate has demonstrated sufficient breadth and diversity of professional practice to support the final assessment decision. This is particularly important where the candidate's placement or teaching timetable provides limited opportunities to demonstrate the full range of learners, teaching contexts or delivery environments through individual observations alone.

The record must confirm that the candidate has demonstrated professional practice across an appropriate range of:

- Learners.
- Teaching contexts.
- Delivery environments.
- Curriculum activities, and
- Teaching and assessment approaches.

The ProQual Range and Diversity Confirmation Record must be reviewed and confirmed jointly by the candidate and their course tutor (or assigned assessor) prior to certification and retained within the candidate's portfolio for the purposes of Internal Quality Assurance (IQA) and External Quality Assurance (EQA).

Oral Examination

As part of the Professional Practice unit, candidates are required to participate in a final 30-minute Oral Examination.

The Oral Examination takes the form of a structured professional discussion that may explore any aspect of the candidate's professional practice. The purpose of the Oral Examination is to enable the candidate to demonstrate, through professional discussion and questioning, that they have achieved the occupational competence required of a teacher within the Further Education and Skills sector.

The Oral Examination should draw upon evidence generated throughout the candidate's professional placements, including Observations of Teaching and

Learning (OTLs), the Placement Log, the ProQual Range and Diversity Confirmation Record and the wider professional portfolio.

The Oral Examination must be conducted and assessed in person by two individuals, each of whom holds a recognised full teaching qualification for the Further Education and Skills sector.

Acceptable qualifications include:

- A Diploma in Teaching (DiT), or, where training commenced before September 2024, a Diploma in Education and Training (DET)
- One of the following Higher Education Provider (HEP) qualifications:
 - i. Certificate in Education (CertEd) at Level 5.
 - ii. Professional Graduate Certificate in Education (ProfGCE) at Level 6.
 - iii. Postgraduate Certificate in Education (PGCE) or Postgraduate Diploma in Education (PGDE) at Level 7.

Wherever reasonably practicable, one assessor should represent the delivering centre and the other should represent the placement provider.

The two assessors must share responsibility for questioning throughout the Oral Examination and reach a shared judgement regarding the candidate's occupational competence. The outcome of the assessment must confirm whether the candidate has or has not demonstrated the occupational competence required by the Learning and Skills Teacher Occupational Standards.

To support Internal Quality Assurance (IQA) and External Quality Assurance (EQA), centres are strongly encouraged to digitally record the Oral Examination and retain a time-stamped recording as part of the assessment evidence.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy set out the steps to follow when implementing reasonable adjustments and special considerations, and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Mandatory Units – Learning Outcomes and Assessment Criteria

Title:	Teaching My Subject			Level:	5
				Credits:	15
Unit Number:	M/652/3684	TQT:	150	GLH:	60
Unit Purpose and Aims:	This unit develops knowledge and understanding of curriculum design, subject-specific pedagogy and the application of subject expertise within Further Education and Skills. It explores curriculum sequencing, threshold concepts, prerequisite knowledge, progression pathways and the ongoing development of subject knowledge. This unit is informed by the following standards and frameworks: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • Department for Education Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026.				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how a curriculum is constructed within own subject specialism.	1.1	Explain why it is important for topics within a curriculum to be sequenced in a logical order.		
		1.2	Explain how curriculum design can relate new knowledge to previous learning.		
		1.3	Explain how curriculum can be constructed to address gaps in previous learning.		

1	Continued	1.4	Identify the following within own subject specialism: • Threshold concepts. • Troublesome knowledge. • Common misconceptions.
		1.5	Explain how curriculum construction supports learners to: • Understand threshold concepts. • Overcome troublesome knowledge. • Address common misconceptions.
2	Explore teaching methods within own subject specialism.	2.1	Describe common teaching methods used within own subject specialism.
		2.2	Explain why the common teaching methods identified are used within own subject specialism.
		2.3	Evaluate the effectiveness of common teaching methods identified within own subject specialism.
		2.4	Describe recent innovations in teaching methods within own subject specialism.
		2.5	Describe teaching methods commonly used to: • Teach threshold concepts. • Support learners to overcome troublesome knowledge. • Address common misconceptions.
		2.6	Evaluate the effectiveness of teaching methods used to: • Teach threshold concepts. • Support learners to overcome troublesome knowledge. • Address common misconceptions.
		2.7	Within the teaching of own subject specialism, describe ways of embedding: • Numeracy and mathematical skills. • Literacy and English skills.

3	Understand prerequisite knowledge for students of own subject specialism.	3.1	Identify prerequisite knowledge for students of own subject specialism.
		3.2	Describe sources of prerequisite knowledge for students of own specialism.
		3.3	Explain why some students may have gaps in prerequisite knowledge required for own subject specialism.
		3.4	Explain ways of addressing gaps in prerequisite knowledge for students of own subject specialism.
4	Understand progression opportunities for students of own subject specialism.	4.1	Identify common qualifications in own subject specialism.
		4.2	Explain career pathways available to students of own subject specialism.
		4.3	Identify any regulatory requirements for those wishing to pursue a career in own subject specialism.
5	Understand ways to develop and maintain subject expertise.	5.1	Identify strengths and weaknesses regarding knowledge of own subject area.
		5.2	Describe ways that teaching professionals within the FE and skills sector maintain and develop own subject knowledge and competency.
6	Understand the importance of sustainability in the teaching of own subject specialism within the Further Education (FE) and Skills sector.	6.1	Explain the importance of sustainability within the teaching of own subject specialism in the FE and Skills sector.
		6.2	Describe how sustainability principles and practices relate to employment within own subject specialism.
		6.3	Describe ways sustainability can be embedded within the curriculum of own subject specialism in the FE and Skills sector.
		6.4	Explain the importance of preparing learners for sustainable working practices within own subject specialism.

6	Continued	6.5	Reflect on how sustainable practices can be modelled within own teaching practice and subject specialism.
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Additional Assessment Guidance

Assessment evidence for this unit should demonstrate how the candidate applies subject-specific knowledge and pedagogical understanding within their own specialist area. Evidence should be contextualised to the candidate's subject specialism and current or intended teaching practice.

Evidence may include:

- Written assignments, professional discussions or presentations.
- Curriculum maps, schemes of work and sequencing plans.
- Analyses of threshold concepts, troublesome knowledge and common misconceptions.
- Reflective accounts linked to subject pedagogy and professional development.
- Examples of teaching resources or learning activities.
- Records of subject-specific continuing professional development (CPD).

For **Learning Outcome 1**, candidates should use examples from their own subject specialism to demonstrate curriculum sequencing, prerequisite knowledge and the development of conceptual understanding. Consideration should be given to how curriculum design supports progression and addresses gaps in prior learning.

For **Learning Outcome 2**, candidates should evaluate teaching methods that are authentic to their subject area rather than providing generic descriptions of teaching approaches. Recent innovations may include developments in industry practice, educational research, technology-enhanced learning, simulation, practical demonstration, project-based learning or other specialist approaches relevant to the subject.

For **Assessment Criteria 2.7**, candidates should identify meaningful opportunities to embed English, literacy, mathematics and numeracy skills within their subject teaching in ways that support learner success and progression.

For **Learning Outcome 4**, progression opportunities should include further study, employment pathways, professional registration requirements and any relevant occupational standards or regulatory expectations associated with the subject area.

For **Learning Outcome 5**, evidence of maintaining subject expertise may include participation in professional networks, industry updating activities, employer engagement, research, scholarly activity, professional body membership or subject-specific CPD.

For **Learning Outcome 6**, candidates should consider environmental, social and economic sustainability within their subject specialism and identify opportunities to prepare learners for sustainable working practices and responsible professional behaviours.

Useful sources for independent study and research include:

- Subject professional bodies and occupational standards relevant to the learner's specialist area.
- [Education and Training Foundation \(ETF\) guidance and resources](#)
- [The Department for Education Diploma in Teaching \(Further Education and Skills\) qualification framework](#)
- Current curriculum specifications, awarding organisation documentation and industry guidance.
- Relevant academic literature relating to pedagogical content knowledge, threshold concepts and evidence-informed practice.

Title:	Learners and Learning			Level:	5
				Credits:	15
Unit Number:	T/652/3686	TQT:	150	GLH:	60
Unit Purpose and Aims:	This unit develops knowledge and understanding of learners, learning and inclusive practice within the Further Education and Skills sector. It explores learner needs, barriers to learning, safeguarding, equality, diversity and inclusion, learning theory, neuroscience and evidence-informed approaches to supporting learner progress and achievement.				
	This unit is informed by the following standards and frameworks: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • Department for Education Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026.				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
Part A: Learners					
1	Understand learners and their journeys within the Further Education (FE) and Skills sector.	1.1	Describe ways of getting to know learners in the FE and Skills sector.		
		1.2	Describe the possible routes and journeys into FE for learners within own subject specialism.		

1	<i>Continued</i>	1.3	Explain the importance of identifying learners' starting points, including: • Prior learning. • Experience. • Aspirations. • English abilities. • Maths abilities. • Digital skills.
		1.4	Evaluate methods of carrying out initial and diagnostic assessment of learners in the FE and Skills sector.
		1.5	Describe the wider expectations learners may have within the FE and Skills sector, including expectations relating to: • Support. • Progression. • Employability. • Wellbeing. • Inclusion.
2	Understand how to support learners with a range of needs in the Further Education (FE) and Skills sector.	2.1	Describe how the four broad areas of SEND can present barriers to learning: • Communication and interaction. • Cognition and learning. • Social, emotional and mental health. • Sensory and/or physical needs.
		2.2	Explain how medical conditions and wider wellbeing needs may present barriers to learning.
		2.3	Explain how the following teaching and learning strategies can be used to support learners with SEND: • Scaffolding. • Metacognition. • Dual coding. • Direct instruction. • Targeted interventions.

2	<i>Continued</i>	2.4	Explain strategies that can be used to support learners to overcome non-SEND barriers to learning.
		2.5	Describe how to identify potential SEND, support and wellbeing needs in learners.
		2.6	Describe how to refer learners for further support: • Internally. • Externally.
3	Understand safeguarding, equality, diversity and inclusion within the Further Education (FE) and Skills sector.	3.1	Explain the meaning and purpose of safeguarding within the FE and Skills sector.
		3.2	Explain the safeguarding responsibilities associated with different learner groups within the FE and Skills sector, including: • Children and young people. • Adult learners. • Learners who may be vulnerable due to personal, social or contextual circumstances.
		3.3	Explain factors that may increase safeguarding vulnerability and risk within different FE and Skills learner groups including: • Children and young people. • Adult learners. • Learners experiencing personal, social or contextual factors that may affect safety, wellbeing or participation.
		3.4	Explain the importance of following and maintaining safeguarding policies and good practice.

3	Continued	3.5	Describe indicators that may suggest a learner could be at risk of: • Harm. • Abuse. • Neglect. • Exploitation. • Radicalisation. • Discrimination. • Other safeguarding concerns.
		3.6	Explain the actions to take when a safeguarding concern is identified, including: • Reporting. • Recording. • Confidentiality. • Referral procedures.
		3.7	Explain what is meant by equality, diversity and inclusion in the FE and Skills sector.
		3.8	Explain how inclusive practice can promote participation, belonging and achievement for learners in the FE and Skills sector.
		3.9	Explain how teachers and training practitioners can create inclusive and respectful learning environments that value diversity and support individual learner needs.

Part B: Learning

4	Understand the impact of contemporary learning theory and neuroscience on teaching and learning within the Further Education (FE) and Skills sector.	4.1	Describe the key characteristics of: • Behaviourism. • Cognitivism. • Constructivism.
		4.2	Evaluate how teaching and learning practice can be influenced by: • Behaviourism. • Cognitivism. • Constructivism.
		4.3	Explain how teaching practice can be supported by contemporary understanding of: • Memory. • Motivation. • Learner engagement.
		4.4	Evaluate how teaching approaches informed by learning theory and neuroscience can support: • Learner participation. • Progress. • Achievement.
		4.5	Evaluate the strengths and limitations of different teaching approaches when supporting diverse learner needs within the FE and Skills sector.
5	Understand the role of research and evidence-informed practice in supporting learning.	5.1	Explain the role of research and evidence in informing teaching practice in the FE and Skills sector.
		5.2	Describe ways teachers can maintain the currency of their knowledge of educational research and evidence-informed practice.

5	Continued	5.3	Explain how evidence-informed approaches can be applied to improve learner engagement, independence and achievement.
		5.4	Explain ways to encourage learners to become independent, motivated and aspirational.

Additional Assessment Guidance

Assessment evidence for this unit should demonstrate the candidates understanding of learners, learning processes and inclusive practice within the context of Further Education and Skills. Evidence should be informed by current research, legislation, professional guidance and the learner's own teaching or training context.

Evidence may include:

- Written assignments, presentations or professional discussions.
- Case studies and analysis of learner needs.
- Reflective accounts linked to teaching practice.
- Examples of initial and diagnostic assessment processes.
- Reviews of research literature and evidence-informed practice.
- Records of continuing professional development (CPD) activities.

Candidates should consider how inclusive practice, learner belonging and respect for diversity can be promoted across all aspects of teaching, learning and assessment.

For **Learning Outcome 1**, candidates should consider the diverse educational and vocational journeys that bring learners into Further Education and Skills, including academic, technical, adult, community and employment-based routes. Initial and diagnostic assessment methods should be evaluated in relation to their effectiveness in identifying learners' strengths, support needs and aspirations.

For **Learning Outcome 2**, candidates should reference the four broad areas of need identified within the SEND Code of Practice and consider both SEND and non-SEND barriers to participation and achievement. Strategies discussed should reflect current evidence-informed approaches and be appropriate to the candidates own subject specialism and teaching context.

For **Learning Outcome 3**, assessment must be based upon current safeguarding legislation, statutory guidance and organisational procedures. Candidates should demonstrate an understanding of professional boundaries, reporting requirements and referral processes. Examples and case studies may be used, but no confidential or personally identifiable information should be included within assessment evidence.

For **Learning Outcome 4**, candidates should demonstrate an understanding of both classical learning theories and contemporary developments in neuroscience. Evaluation should focus on the application of theory to teaching practice rather than solely describing theoretical concepts.

For **Learning Outcome 5**, candidates should engage with current educational research and evidence-informed practice. Appropriate sources may include professional bodies, government guidance, academic journals, sector publications and practitioner research. Candidates should consider how evidence-informed approaches support learner engagement, independence, aspiration and achievement.

Useful sources for independent study and research include:

- [The SEND Code of Practice \(0–25 years\)](#)
- [Keeping Children Safe in Education](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Education and Training Foundation \(ETF\) resources and professional standards](#)
- [Educational Endowment Foundation \(EEF\) guidance reports and evidence summaries](#)
- Current research relating to learning theory, neuroscience and evidence-informed teaching practice.

Title:	Teachers and Teaching			Level:	5
				Credits:	15
Unit Number:	Y/652/3687	TQT:	150	GLH:	60
Unit Purpose and Aims:	This unit develops knowledge and understanding of the role of the teacher and effective teaching practice within the Further Education and Skills sector. It explores planning, delivering and assessing inclusive learning, collaborative working, resource development, learner engagement, assessment and feedback.				
	This unit is informed by the following standards and frameworks: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • Department for Education Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026.				
Learning Outcomes		Assessment Criteria			
The learner will be able to:		The learner can:			
Part A: Teachers					
1	Understand the role of the teacher within the Further Education (FE) and Skills sector.	1.1	Describe the: • Characteristics • Values • Professional behaviours of effective teachers.		
		1.2	Explain the responsibilities of teachers in relation to: • Planning teaching and learning. • Delivering teaching and learning. • Assessing learning. • Supporting learner progress and wellbeing.		

1	Continued	1.3	Explain the importance of reflective practice and professional development for teachers within the FE and Skills sector.
		1.4	Explain how teachers can promote: • High expectations • Positive behaviour • Learner participation within inclusive learning environments.
2	Understand collaborative and supportive practice within the Further Education (FE) and Skills sector.	2.1	Explain how collaborative working can support effective: • Teaching. • Learning. • Learner progression.
		2.2	Describe ways teachers can work collaboratively with: • Colleagues. • Support staff. • Employers. • External professionals. • Other stakeholders.
		2.3	Explain how teachers can adapt communication approaches when working with learners, colleagues and stakeholders, including in challenging or sensitive situations.
		2.4	Identify: • Internal • External sources of professional and learner support available to teachers within the FE and Skills sector.
		2.5	Explain how collaboration and professional support can contribute to teacher development and improved learner outcomes.

Part B: Teaching			
3	Understand inclusive and effective teaching and learning practices within the Further Education (FE) and Skills sector.	3.1	Explain the principles of learner-centred and inclusive teaching and learning.
		3.2	Explain the importance of curriculum planning and sequencing within the FE and Skills sector.
		3.3	Describe the features of: • Schemes of work. • Lesson plans. • Learning resources.
		3.4	Produce a scheme of work and lesson plan within own subject specialism.
		3.5	Explain how teaching, learning and resources can be adapted to support diverse learner needs, including: • SEND. • Mental health and wellbeing needs. • English as an additional language. • Barriers to participation and learning.
		3.6	Produce a teaching or learning resource designed to support an identified learner need within own subject specialism.
		3.7	Explain how: • English • Maths • Digital • Communication skills can be embedded within teaching and learning.
		3.8	Evaluate approaches to: • Classroom management • Learner engagement • Maintaining high expectations within teaching and learning environments.

3	<i>Continued</i>	3.9	Evaluate the effectiveness of approaches to teaching and learning including: • Face-to-face teaching and learning. • Blended teaching and learning. • Remote approaches.
4	Understand the role of assessment and feedback within teaching and learning.	4.1	Describe the purpose and characteristics of: • Diagnostic assessment. • Formative assessment. • Summative assessment.
		4.2	Evaluate assessment methods used within own subject specialism and the FE and Skills sector.
		4.3	Explain how assessment can support: • Learner progress. • Achievement. • Future planning.
		4.4	Explain the characteristics and importance of effective feedback within teaching and learning.
		4.5	Explain the importance of: • Validity • Reliability • Fairness • Authenticity in assessment practice.
		4.6	Describe the purpose of reasonable adjustments and special consideration in assessment practice.

Additional Assessment Guidance

Assessment evidence for this unit should demonstrate the candidates understanding of effective teaching practice and the role of the teacher within the Further Education and Skills sector. Evidence should draw upon the candidates own subject specialism, professional practice and placement experiences wherever possible.

Evidence may include:

- Written assignments, presentations or professional discussions.
- Schemes of work, lesson plans and learning resources.
- Reflective accounts and evaluations of teaching practice.
- Examples of assessment activities and feedback approaches.
- Case studies relating to learner support and collaboration.
- Records of continuing professional development activities.

Candidates should consider the strengths, limitations and appropriate application of different delivery methods when evaluating teaching practice.

For **Learning Outcomes 1 and 2**, candidates should demonstrate an understanding of the wider professional responsibilities of teachers, including collaboration with colleagues, employers, support staff and external agencies. Evidence should reflect professional values, ethical conduct and a commitment to reflective practice and continuous improvement.

For **Assessment Criteria 3.4**, the scheme of work and lesson plan should be produced within the candidates own subject specialism and demonstrate appropriate curriculum sequencing, learner-centred approaches and consideration of individual learner needs. Planning documentation should reflect current organisational practice where applicable.

For **Assessment Criteria 3.6**, the teaching or learning resource should be designed to address an identified learner need or barrier to participation. Candidates should explain how the resource promotes inclusion, accessibility and learner engagement.

For **Assessment Criteria 3.7**, candidates should identify meaningful opportunities to embed English, mathematics, digital and communication skills within teaching and learning activities rather than treating these as separate curriculum components.

For **Learning Outcome 4**, assessment evidence should demonstrate an understanding of diagnostic, formative and summative assessment methods and their role in supporting learner progress, achievement and future planning.

Consideration should also be given to validity, reliability, authenticity, fairness, reasonable adjustments and special consideration within assessment practice.

Useful sources for independent study and research include:

- [Education and Training Foundation \(ETF\) professional standards and resources](#)
- [Department for Education guidance relating to Further Education initial teacher education](#)
- [Educational Endowment Foundation \(EEF\) guidance reports and evidence summaries](#)
- Awarding organisation assessment principles and guidance documents.
- Current literature relating to inclusive teaching, assessment and evidence-informed practice.

Title:	Professional Practice			Level:	5
				Credits:	30
Unit Number:	A/652/3688	TQT:	300	GLH:	100
Unit Purpose and Aims:	This unit develops knowledge, understanding and professional practice within the Further Education and Skills sector. It supports candidates to apply teaching, learning and assessment principles in practice whilst developing professional competence and understanding of the wider FE and Skills sector.				
	This unit is informed by the following standards and frameworks: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • Department for Education Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026.				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
Part A: Teaching Practice					
1	Prepare for teaching practice within the Further Education (FE) and Skills sector.	1.1	Prepare for teaching placement activities within the FE and Skills sector, including: • Identifying placement roles and responsibilities. • Understanding professional expectations and safeguarding requirements. • Identifying sources of mentor and learner support. • Understanding organisational policies and procedures relevant to the placement.		

1	<i>Continued</i>	1.2	Plan and deliver a micro-teach within own subject specialism.
		1.3	Reflect on own micro-teach practice, including: • Peer feedback. • Mentor or assessor feedback. • Self-evaluation. • Identified areas for development.
2	Plan, deliver and evaluate teaching and learning within own subject specialism.	2.1	Observe experienced teachers within the FE and Skills sector and reflect on how these observations can inform own professional practice.
		2.2	Produce and review curriculum planning documentation, including: • Schemes of work. • Lesson plans. • Assessment plans.
		2.3	Plan and deliver teaching and learning activities within own subject specialism.
		2.4	Adapt teaching, learning and assessment approaches to support individual learner needs and promote inclusive practice.
		2.5	Apply strategies to establish expectations for: • Behaviour • Mutual respect • Safe learning including challenging inappropriate behaviour, language or viewpoints.
		2.6	Apply evidence-informed teaching approaches within own teaching practice.
		2.7	Use assessment methods to support learner progress, achievement and future planning including: • Diagnostic assessment. • Formative assessment. • Summative assessment.

2	Continued	2.8	Provide feedback, advice and guidance to learners to support progress and development.
		2.9	Apply strategies that promote: • Learner engagement • Participation • Wellbeing • Positive behaviour within teaching and learning environments.
		2.10	Evaluate own teaching practice using: • Self-reflection. • Learner feedback. • Mentor feedback. • Observation feedback.
		2.11	Use assessment information, learner and observation feedback to identify areas for improvement in own teaching practice and learner outcomes.
		2.12	Maintain records of professional practice and placement activity within a placement log.
Part B: Being a Professional			
3	Understand professional responsibilities within the Further Education (FE) and Skills sector.	3.1	Explain the relevance of occupational standards and professional expectations within own subject specialism.
		3.2	Explain how coaching, mentoring and professional feedback can support the development of teaching practice.
		3.3	Explain how legislation, regulation and organisational policies influence professional responsibilities and teaching practice.
		3.4	Evaluate the importance of continuing professional development (CPD) in maintaining occupational and teaching expertise.

3	Continued	3.5	Evaluate how collaborative working with colleagues and other professionals can support professional practice and learner outcomes.
		3.6	Explain approaches to developing and maintaining professional status within the FE and Skills sector.
		3.7	Explain how teachers: • Manage workload • Prioritise professional responsibilities • Respond to change within the FE and Skills sector.
Part C: The FE and Skills Sector			
4	Understand the structure and context of the Further Education (FE) and Skills sector.	4.1	Describe the roles of different organisations and providers within the FE and Skills sector, including: • Colleges. • Independent training providers. • Adult education centres. • Community and voluntary organisations.
		4.2	Explain the range of: • Programmes • Qualifications • Progression pathways available within the FE and Skills sector.
		4.3	Explain how government policy and funding arrangements influence the FE and Skills sector.
		4.4	Explain how regulation and accountability frameworks influence the operation and quality assurance of the FE and Skills sector, including: • Ofsted. • Ofqual. • Awarding Organisations. • Department for Education funding and accountability requirements.

4	Continued	4.5	Explain the impact of current legislation, policies and professional practices within the FE and Skills sector, including: • Safeguarding. • Prevent. • Health and safety. • Data protection and GDPR.
		4.6	Describe organisational systems, professional support and sources of guidance available within the FE and Skills sector, including: • Quality assurance processes. • Human resources. • Occupational health. • Trade unions. • Professional and learner support services.

Additional Assessment Guidance

Assessment of this unit is based primarily on evidence generated through professional teaching practice, placement activities and reflective professional development.

To achieve this unit, candidates must, as a minimum:

- Complete 250 hours of professional placement across two placements within appropriate Further Education and Skills settings, in accordance with the qualification requirements;
- Complete a minimum of ten Observations of Teaching and Learning (OTLs), meeting the requirements specified within this qualification;
- Maintain a Placement Log recording teaching practice, professional activities, mentoring, observations and continuing professional development throughout the programme;
- Receive support from both a Subject Specialist Mentor and a Pastoral/Professional Mentor, together with ongoing support from their course tutor;

- Complete the ProQual Range and Diversity Confirmation Record to demonstrate teaching practice across the required range of learners, contexts, environments and teaching activities;
- Successfully complete the 30-minute Oral Examination as the final professional practice assessment.

The final assessment decision for this unit must take account of the candidate's portfolio of evidence, placement requirements, observation outcomes, the completed ProQual Range and Diversity Confirmation Record and performance within the Oral Examination.

Full Professional Practice requirements, including placement arrangements, mentoring, Observations of Teaching and Learning (OTLs), the Placement Log, the Range and Diversity Confirmation Record, the Oral Examination and associated evidence requirements, are provided in the *Professional Practice Requirements* section of this specification (p17).

Centres must ensure that all requirements within that section are fully met.

Title:	Effective Digital and Online Pedagogies			Level:	5
				Credits:	15
Unit Number:	J/652/3690	TQT:	150	GLH:	60
Unit Purpose and Aims:	This unit develops knowledge and understanding of digital technologies and online pedagogies within the Further Education and Skills sector, including their effective, inclusive and safe application in teaching, learning and assessment.				
	This unit is informed by the following standards and frameworks: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • Department for Education Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026.				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Evaluate own digital skills and professional development needs within the Further Education (FE) and Skills sector.	1.1	Identify digital skills required for effective teaching, learning and assessment within the FE and Skills sector.		
		1.2	Evaluate own digital skills in relation to professional teaching practice.		
		1.3	Produce a professional development plan to improve own digital skills and digital teaching practice.		

2	Understand the use of digital technologies to support teaching, learning and assessment within the Further Education (FE) and Skills sector.	2.1	Evaluate a range of digital technologies that can support teaching, learning and assessment within own subject specialism.
		2.2	Explain how digital technologies can support: • Learner engagement. • Collaboration. • Communication. • Learner autonomy. • Assessment and feedback.
		2.3	Evaluate how digital technologies can support inclusive teaching and learning within the FE and Skills sector.
		2.4	Explain how digital technologies can be used to monitor, record and support learner progress.
		2.5	Plan and implement the use of a digital technology to support teaching, learning or assessment within own subject specialism.
3	Understand the opportunities and challenges associated with emerging digital technologies within the Further Education (FE) and Skills sector.	3.1	Explain the purpose and potential educational applications of: • Artificial intelligence. • Augmented reality. • Virtual reality. • Other emerging digital technologies.
		3.2	Evaluate how emerging digital technologies may support teaching, learning and assessment within the FE and Skills sector.
		3.3	Evaluate the: • Risks • Limitations • Ethical considerations associated with emerging digital technologies within the FE and Skills sector.

4	Understand how digital and online delivery is managed within the Further Education (FE) and Skills sector.	4.1	Explain factors that may affect participation in digital and online learning.
		4.2	Explain approaches to supporting safe, inclusive and effective digital learning environments.
		4.3	Explain the importance of: • Safeguarding • Prevent • Professional boundaries • Data protection and GDPR when using digital technologies within the FE and Skills sector.
		4.4	Explain how inappropriate or unsafe use of digital technologies can be managed within the FE and Skills sector.

Additional Assessment Guidance

Assessment evidence for this unit should demonstrate the candidate's ability to evaluate, select and apply digital technologies that support effective, inclusive and safe teaching, learning and assessment within the Further Education and Skills sector. Evidence should, wherever possible, be contextualised to the candidates own subject specialism and professional practice.

Evidence may include:

- Written assignments, presentations or professional discussions.
- Evaluations of digital tools and technologies.
- Digital teaching resources and learning activities.
- Reflective accounts of digital teaching practice.
- Professional development plans.
- Examples of technology-enhanced assessment and feedback approaches.

Candidates should be able to demonstrate an understanding of how digital technologies can support flexible, blended and inclusive approaches to delivery.

For **Learning Outcome 1**, candidates should critically evaluate their own digital competence against the requirements of contemporary teaching practice and identify realistic professional development activities that support ongoing improvement.

For **Assessment Criteria 2.5**, candidates must both plan and implement the use of a digital technology within their own subject specialism. Evidence should include a rationale for the technology selected, consideration of learner needs and an evaluation of its effectiveness in supporting teaching, learning or assessment.

For **Learning Outcome 3**, candidates should consider current and emerging technologies, including artificial intelligence (AI), augmented reality (AR), virtual reality (VR) and other innovations relevant to Further Education and Skills. Evaluation should include educational benefits, limitations, ethical considerations and professional responsibilities associated with their use.

For **Learning Outcome 4**, assessment evidence must reflect current organisational policies and statutory requirements relating to safeguarding, Prevent, data protection, professional boundaries and the safe use of digital technologies. Candidates should demonstrate an understanding of how inclusive and respectful online learning environments can be established and maintained.

Useful sources for independent study and research include:

- [Education and Training Foundation \(ETF\) digital teaching resources and professional standards](#)
- [Jisc digital capability frameworks and guidance](#)
- [Department for Education guidance on Further Education initial teacher education](#)
- [Information Commissioner's Office \(ICO\) guidance relating to data protection and GDPR](#)
- Current research and professional literature relating to artificial intelligence, digital pedagogy and technology-enhanced learning.

Optional Units – Learning Outcomes and Assessment Criteria

Title:	Action Research and Practitioner Enquiry in Further Education and Skills			Level:	5
				Credits:	10
Unit Number:	L/652/3692	TQT:	100	GLH:	40
Unit Purpose and Aims:	This unit develops candidates' ability to use action research and practitioner enquiry to evaluate and improve teaching, learning and professional practice within Further Education (FE) and Skills contexts.				
	This unit is informed by: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • Department for Education (DfE) Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026. • Education and Training Foundation (ETF) Professional Standards for Teachers and Trainers. • Principles of evidence-informed teaching and practitioner enquiry.				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the principles and purposes of action research and practitioner enquiry within Further Education (FE) and Skills.	1.1	Explain the purpose and characteristics of action research and practitioner enquiry in FE and Skills contexts.		
		1.2	Compare models and approaches to reflective practice and practitioner enquiry.		

1	Continued	1.3	Evaluate the role of evidence-informed practice in improving: • Teaching. • Learning. • Assessment.
		1.4	Analyse: • Ethical • Professional • Organisational considerations relevant to practitioner enquiry activities.
2	Be able to plan an action research or practitioner enquiry activity within a Further Education (FE) and Skills context.	2.1	Identify an area of professional practice requiring improvement or investigation.
		2.2	Produce a rationale for an action research or planned practitioner enquiry activity linked to the needs of the: • Learner. • Curriculum. • Organisation.
		2.3	Develop aims, objectives and success criteria for an action research or practitioner enquiry activity.
		2.4	Select appropriate methods for gathering evidence and evaluating impact.
		2.5	Produce an action research or practitioner enquiry plan that considers: • Ethical practice. • Equality. • Diversity. • Inclusion. • Learner wellbeing.
3	Be able to implement and evaluate an action research or practitioner enquiry activity.	3.1	Implement action research or planned practitioner enquiry activities within own teaching or professional practice.
		3.2	Gather and record evidence relevant to the research or enquiry activity.

3	<i>Continued</i>	3.3	Analyse findings from action research or practitioner enquiry activities using appropriate methods.
		3.4	Evaluate the effectiveness and impact of the action research or enquiry activity on: • Teaching. • Learning. • Learner outcomes.
		3.5	Identify limitations and areas for further development arising from the research or enquiry activity.
4	Be able to reflect upon professional learning arising from practitioner enquiry.	4.1	Critically reflect upon own professional practice following an action research or practitioner enquiry activity.
		4.2	Evaluate how action research or practitioner enquiry supports professional development and continuous improvement within the FE and Skills sector.
		4.3	Identify actions for future professional practice arising from action research or practitioner enquiry findings.

Additional Assessment Guidance

Assessment evidence for this unit should demonstrate the candidate's ability to use action research and practitioner enquiry to investigate, evaluate and improve teaching, learning or professional practice within a Further Education and Skills context. Enquiry activities should be manageable in scope and directly related to the candidates own professional role or teaching practice.

Evidence may include:

- Written assignments or professional discussions.
- Practitioner enquiry plans and rationales.
- Literature reviews or summaries of relevant research.
- Reflective journals or learning logs.
- Learner, colleague or stakeholder feedback.
- Examples of evidence collection and analysis.
- Action plans arising from enquiry findings.

Where enquiry activities involve learners or colleagues, appropriate organisational procedures relating to safeguarding, confidentiality, data protection and professional conduct must be followed. Personally identifiable information should not be included within assessment evidence.

For **Learning Outcome 1**, candidates should distinguish between formal academic research, action research and practitioner enquiry, recognising the cyclical and improvement-focused nature of practitioner-led investigation. Consideration should be given to models of reflective practice and evidence-informed teaching.

For **Learning Outcome 2**, the chosen area for investigation should relate directly to an identified need within the candidates teaching, curriculum area or organisation. The action research or practitioner enquiry plan should include clear aims, success criteria, evidence-gathering methods and consideration of ethical practice, equality, diversity, inclusion and learner wellbeing.

For **Learning Outcome 3**, the action research or enquiry activity should be implemented within an authentic professional context. Evidence gathered may include learner feedback, assessment information, observations, reflective notes, attendance data, work samples or other appropriate sources. Candidates are not expected to undertake large-scale or academically rigorous research studies; the emphasis should be on practical improvement and professional learning.

For **Learning Outcome 4**, candidates should critically reflect upon both the outcomes and limitations of their action research or enquiry activity and identify realistic actions for future development. Reflection should consider the impact upon teaching practice, experience and professional growth.

Useful sources for independent study and research include:

- [Education and Training Foundation \(ETF\) Professional Standards and practitioner research resources](#)
- [Educational Endowment Foundation \(EEF\) guidance reports and evidence summaries](#)
- Current educational journals and practitioner publications relevant to Further Education and Skills.
- Organisational quality improvement, self-assessment and development plans.
- Professional body guidance and subject-specific research literature.

Title:	Inclusive Practice and Adaptive Teaching in Further Education and Skills			Level:	5
				Credits:	10
Unit Number:	R/652/3694	TQT:	100	GLH:	40
Unit Purpose and Aims:	This unit develops candidates' understanding and application of inclusive practice and adaptive teaching within Further Education and Skills contexts. Candidates will develop the ability to plan, deliver and evaluate inclusive teaching approaches that respond to diverse learner needs and promote participation, progress and achievement.				
	This unit is informed by: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • DfE Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026. • ETF Professional Standards for Teachers and Trainers • Equality Act 2010. • SEND Code of Practice. • Principles of inclusive practice, adaptive teaching and learner-centred pedagogy.				
Learning Outcomes		Assessment Criteria			
<i>The learner will be able to:</i>		<i>The learner can:</i>			
1	Understand inclusive practice and adaptive teaching within Further Education (FE) and Skills contexts.	1.1	Explain the principles and purposes of inclusive practice within FE and Skills.		
		1.2	Analyse factors that may affect: • Learner participation. • Engagement. • Achievement.		

1	<i>Continued</i>	1.3	Evaluate the relationship between: • Learner needs. • Barriers to learning. • Adaptive teaching approaches.
		1.4	Explain the impact of equality, diversity and inclusion legislation and policy on professional practice.
2	Be able to plan inclusive and adaptive teaching and learning.	2.1	Analyse: • Learner needs • Starting points • Support requirements to inform planning.
		2.2	Plan teaching, learning and assessment activities that promote inclusion and learner participation.
		2.3	Adapt: • Learning resources • Teaching approaches • Assessment methods to meet diverse learner needs.
		2.4	Incorporate appropriate support strategies and reasonable adjustments into planning activities.
		2.5	Plan learning activities that promote: • Equality. • Respect. • Positive learner engagement.
3	Be able to apply inclusive and adaptive teaching approaches within Further Education (FE) and Skills contexts.	3.1	Apply inclusive teaching approaches within own professional practice.
		3.2	Use adaptive teaching strategies to respond to learner needs during teaching and learning activities.
		3.3	Promote positive: • Learner participation. • Engagement. • Behaviour.

3	<i>Continued</i>	3.4	Use communication approaches that support inclusion and learner understanding.
		3.5	Work collaboratively with others to support learner participation and achievement where appropriate.
4	Be able to evaluate inclusive and adaptive teaching practice.	4.1	Evaluate the effectiveness of inclusive and adaptive teaching approaches used within own practice.
		4.2	Analyse: • Learner feedback • Participation • Progress to inform improvements to practice.
		4.3	Reflect upon own professional practice in relation to inclusion and adaptive teaching.
		4.4	Identify actions for further professional development in relation to inclusive practice and adaptive teaching.

Additional Assessment Guidance

Assessment evidence for this unit should demonstrate the candidate's ability to plan, apply and evaluate inclusive and adaptive teaching approaches within authentic Further Education and Skills contexts. Evidence should reflect the needs of learners within the candidates own subject specialism and professional practice.

Evidence may include:

- Written assignments, presentations or professional discussions.
- Lesson plans, schemes of work and adapted learning resources.
- Reflective accounts and evaluations of teaching practice.
- Case studies and learner profiles.
- Records of reasonable adjustments and support strategies.
- Learner, mentor or colleague feedback.

When considering inclusive practice and adaptive teaching, candidates may draw upon a range of recognised evidence-informed approaches and frameworks that support participation, engagement, progress and achievement for all learners.

Candidates may wish to explore the principles of [Universal Design for Learning \(UDL\)](#). UDL is an internationally recognised framework that promotes inclusion through providing multiple means of engagement, representation, and action and expression. UDL principles may be applied when planning, delivering and evaluating teaching, learning and assessment activities to support diverse learner needs.

Candidates may also draw upon other evidence-informed approaches and guidance, including:

- [Education Endowment Foundation \(EEF\) guidance relating to Special Educational Needs and Disabilities \(SEND\)](#)
- Adaptive teaching approaches.
- Trauma-informed practice.
- Neurodiversity-informed approaches.
- Learner-centred pedagogies.
- Equality, Diversity and Inclusion (EDI) principles.

The approaches selected should be appropriate to the learners, context and subject specialism being studied and should support learner participation, achievement and wellbeing.

For **Learning Outcome 2**, candidates should demonstrate how learner needs, starting points and support requirements inform planning activities. Evidence should include examples of adapted resources, teaching approaches, assessment methods and reasonable adjustments that promote equitable participation and access to learning.

Reasonable adjustments should reflect organisational procedures and legal requirements under the Equality Act 2010 and should support learners without compromising the integrity of assessment or learning outcomes.

For **Learning Outcome 3**, evidence should be generated through authentic teaching practice wherever possible. Candidates should demonstrate how adaptive approaches, communication strategies and collaborative working with support staff, colleagues or external agencies contribute to positive learner experiences and outcomes.

For **Learning Outcome 4**, evaluation should be informed by learner feedback, participation, progress and reflective practice. Candidates should identify realistic actions for further development and consider how inclusive practice contributes to a culture of belonging, respect and high expectations within Further Education and Skills.

Useful sources for independent study and research include:

- [The SEND Code of Practice \(0–25 years\)](#)
- [Education Endowment Foundation \(EEF\) guidance reports and evidence summaries](#)
- [Education and Training Foundation \(ETF\) professional standards and resources](#)
- [Universal Design for Learning \(UDL\) guidance and frameworks](#)
- Current literature relating to adaptive teaching, neurodiversity and inclusive pedagogy.

Title:	Managing Behaviour and Positive Learning Environments in Further Education			Level:	5
				Credits:	10
Unit Number:	Y/652/3696	TQT:	100	GLH:	40
Unit Purpose and Aims:	This unit develops candidates' understanding and application of behaviour management and positive learning environment strategies within Further Education and Skills contexts. Candidates will develop the ability to promote respectful, inclusive and supportive learning environments that encourage learner participation, engagement and achievement. This unit is informed by: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • DfE Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026. • ETF Professional Standards for Teachers and Trainers. • Equality Act 2010. • SEND Code of Practice. • Safeguarding and learner wellbeing principles. • Principles of behaviour management, inclusive practice and learner-centred pedagogy.				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand behaviour management and positive learning environments within Further Education (FE) and Skills contexts.	1.1	Explain the principles and purposes of behaviour management within FE and Skills.		
		1.2	Analyse factors that may influence: • Learner behaviour. • Participation. • Engagement.		

1	<i>Continued</i>	1.3	Evaluate the relationship between behaviour management, learner wellbeing and positive learning environments.
		1.4	Explain the impact of: • Organisational policies • Legislation • Professional responsibilities relating to behaviour management and learner conduct.
2	Be able to plan strategies to promote positive learning environments and learner behaviour.	2.1	Plan learning activities that promote positive learner participation, engagement and respect.
		2.2	Select behaviour management approaches appropriate to learner needs and teaching contexts.
		2.3	Incorporate inclusive and supportive strategies into planning activities to reduce barriers to participation and engagement.
		2.4	Plan approaches for promoting: • Learner motivation. • Confidence. • Professional behaviours.
		2.5	Identify strategies for responding appropriately to behaviours that may impact learning environments.
3	Be able to apply behaviour management strategies within Further Education (FE) and Skills contexts.	3.1	Apply behaviour management approaches within own professional practice.
		3.2	Use communication and interpersonal strategies to support respectful and positive learning environments.
		3.3	Respond appropriately to behaviours that challenge learning and participation.
		3.4	Promote learner responsibility, engagement and positive conduct.
		3.5	Work collaboratively with others to support learner wellbeing and behaviour where appropriate.

4	Be able to evaluate behaviour management and positive learning environment strategies.	4.1	Evaluate the effectiveness of behaviour management approaches used within own practice.
		4.2	Analyse the impact of learning environments on: • Learner participation. • Engagement. • Achievement.
		4.3	Reflect upon own professional practice in relation to behaviour management and learner support.
		4.4	Identify actions for further professional development in relation to managing behaviour and positive learning environments.

Additional Assessment Guidance

Assessment evidence for this unit should demonstrate the candidate's ability to promote positive behaviour, learner engagement and respectful learning environments within authentic Further Education and Skills contexts. Evidence should reflect the candidates own teaching practice, subject specialism and organisational context wherever possible.

Evidence may include:

- Written assignments, presentations or professional discussions.
- Lesson plans and behaviour support strategies.
- Reflective accounts and evaluations of teaching practice.
- Case studies and learner scenarios.
- Learner, mentor or colleague feedback.
- Examples of communication, support and intervention approaches.

When considering behaviour management and positive learning environments, candidates may draw upon a range of recognised evidence-informed approaches and frameworks that support learner participation, engagement, wellbeing and achievement.

Candidates may wish to explore the [principles of Restorative Practice](#), which focus on developing positive relationships, encouraging personal responsibility and repairing harm through constructive dialogue and reflection.

Restorative approaches can support respectful, inclusive and collaborative learning environments.

Candidates may also consider [Trauma-Informed Practice](#), recognising that adverse experiences may influence behaviour, wellbeing, participation and learning. Trauma-informed approaches seek to create safe, predictable and supportive learning environments that enable learners to engage successfully.

In addition, candidates may explore [Positive Behaviour Support](#) (PBS) approaches, which focus on understanding the factors influencing behaviour and implementing proactive strategies that promote positive outcomes, learner wellbeing and achievement.

Other evidence-informed approaches may include:

- [Education Endowment Foundation \(EEF\) guidance relating to behaviour, engagement and inclusion](#)
- Adaptive teaching and inclusive practice approaches.
- Equality, Diversity and Inclusion (EDI) principles.
- Learner-centred pedagogies.
- Safeguarding and learner wellbeing frameworks.

The approaches and strategies selected should be appropriate to the learners, teaching context and subject specialism and should promote safe, respectful and inclusive learning environments.

For **Learning Outcome 2**, candidates should demonstrate how planning activities support learner motivation, confidence, participation and professional behaviours. Behaviour management strategies should be proactive, inclusive and responsive to identified learner needs and potential barriers to engagement.

For **Learning Outcome 3**, evidence should normally be generated through authentic teaching practice. Candidates should demonstrate the effective use of communication, relationship-building and collaborative working with colleagues, support staff or external professionals to promote learner wellbeing and positive conduct. Responses to challenging behaviour should reflect organisational procedures, professional boundaries and safeguarding requirements.

For **Learning Outcome 4**, evaluation should be informed by learner participation, engagement, feedback and achievement. Candidates should critically reflect upon the effectiveness of their approaches and identify realistic actions for further professional development and improvement.

Useful sources for independent study and research include:

- [Education Endowment Foundation \(EEF\) guidance reports relating to behaviour and inclusion](#)
- [Education and Training Foundation \(ETF\) Professional Standards and resources](#)
- [Restorative practice guidance and professional literature](#)
- [Trauma-informed education frameworks](#)
- [Positive Behaviour Support \(PBS\) guidance and resources](#)
- Current research relating to learner engagement, motivation and inclusive learning environments.

Title:	Teaching in Remote, Blended and Digital Learning Environments			Level:	5
				Credits:	5
Unit Number:	A/652/3697	TQT:	50	GLH:	20
Unit Purpose and Aims:	This unit develops candidates' understanding and application of teaching, learning and assessment within remote, blended and digital learning environments. Candidates will develop the ability to plan, deliver and evaluate inclusive and engaging digital learning experiences that support learner participation, progress and achievement within Further Education and Skills contexts.				
	This unit is informed by: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • DfE Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026. • ETF Professional Standards for Teachers and Trainers. • Principles of digital pedagogy and blended learning. • Safeguarding, wellbeing and online safety principles. • Equality, accessibility and inclusive learning principles.				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand remote, blended and digital learning within Further Education (FE) and Skills contexts.	1.1	Explain the principles and purposes of: • Remote teaching. • blended teaching. • digital learning.		
		1.2	Analyse factors that may influence: • Learner participation • Engagement • Achievement within digital learning environments.		

1	Continued	1.3	Evaluate the strengths and limitations of: • Remote teaching approaches. • Blended teaching approaches. • Digital teaching approaches.
		1.4	Explain considerations relating to digital teaching and learning, including: • Professional considerations. • Ethical considerations. • Organisational considerations.
2	Be able to plan remote, blended and digital teaching and learning.	2.1	Plan learning activities suitable for: • Remote delivery. • Blended delivery. • Digital delivery.
		2.2	Select digital tools and technologies appropriate to learner and curriculum needs.
		2.3	Adapt teaching, learning and assessment approaches to support learner participation and accessibility within digital learning environments.
		2.4	Incorporate strategies within digital learning activities to promote: • Learner engagement. • Communication. • Collaboration.
		2.5	Plan approaches that support: • Online safety. • Wellbeing. • Professional conduct.
3	Be able to apply teaching approaches within remote, blended and digital learning environments.	3.1	Apply digital teaching and learning approaches within own professional practice.
		3.2	Use digital tools and technologies to support learner participation and achievement.
		3.3	Apply communication strategies appropriate to remote and blended learning environments.

3	<i>Continued</i>	3.4	Promote inclusive, respectful and supportive digital learning environments.
		3.5	Respond appropriately to challenges arising within the contexts of: • Remote learning. • Blended learning. • Digital learning.
4	Be able to evaluate remote, blended and digital teaching and learning practice.	4.1	Evaluate the effectiveness of digital teaching and learning approaches used within own practice.
		4.2	Analyse learner participation, engagement and feedback to inform improvements to digital practice.
		4.3	Reflect upon own professional practice in relation to: • Remote teaching and learning. • Blended teaching and learning. • Digital teaching and learning.
		4.4	Identify actions for further professional development in relation to digital teaching and learning.

Additional Assessment Guidance

When considering teaching, learning and assessment within remote, blended and digital learning environments, candidates may draw upon a range of recognised evidence-informed approaches, frameworks and guidance that support effective, inclusive and engaging digital practice within the Further Education and Skills sector.

Candidates are encouraged to engage with the [Education and Training Foundation's Enhance Digital Teaching Platform](#) to support the ongoing development of digital pedagogy, technology-enhanced learning and assessment practices.

Candidates may also draw upon the [Jisc Digital Capability Framework](#), which supports the development of digital skills and capabilities for teaching professionals and learners within further and higher education.

When planning inclusive digital learning experiences, candidates may wish to consider the principles of [Universal Design for Learning \(UDL\)](#). UDL promotes accessibility and participation by providing multiple means of engagement, representation and action and expression, helping to reduce barriers to learning within digital environments.

Candidates may also find it beneficial to explore recognised models and approaches associated with online and blended learning, including:

- Community of Inquiry (CoI) Framework.
- Blended Learning approaches.
- Flipped Learning models.
- Digital collaboration and communication strategies.
- Online learner engagement techniques.
- Digital assessment and feedback approaches.
- Accessibility and inclusive design principles.

When considering digital learning environments, candidates should also have regard to:

- Online safeguarding and learner wellbeing.
- Professional boundaries and conduct in online environments.
- Accessibility and reasonable adjustments.
- Digital inclusion and barriers to participation.
- Data protection, confidentiality and information security.

Relevant legislation and guidance may include:

- Equality Act 2010.
- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).
- Keeping Children Safe in Education (KCSIE).
- Safeguarding Vulnerable Groups Act 2006.
- Organisational policies relating to online safety, safeguarding and acceptable use of technology.

The approaches and frameworks selected should be appropriate to the learners, curriculum context and subject specialism. Candidates should demonstrate how digital technologies and online pedagogies can be used to create safe, accessible, engaging and inclusive learning experiences that support learner participation, progress and achievement within the Further Education and Skills sector.

Title:	Quality Assurance and Improvement in Further Education and Skills			Level:	5
				Credits:	10
Unit Number:	D/652/3698	TQT:	100	GLH:	40
Unit Purpose and Aims:	This unit develops candidates understanding of quality assurance and continuous improvement within Further Education and Skills contexts. Candidates will develop the ability to contribute to quality improvement processes and evaluate how quality assurance activities support positive learner experiences, teaching practice and organisational effectiveness. This unit is informed by: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • DfE Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026. • ETF Professional Standards for Teachers and Trainers. • Principles of quality assurance and continuous improvement. • Ofsted Education Inspection Framework. • Organisational quality assurance and self-assessment processes.				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand quality assurance and improvement within Further Education (FE) and Skills contexts.	1.1	Explain the principles and purposes of quality assurance and continuous improvement within FE and Skills.		
		1.2	Analyse the roles and responsibilities of individuals involved in quality assurance activities.		
		1.3	Explain the relationship between quality assurance, learner experience and organisational effectiveness.		

1	<i>Continued</i>	1.4	Evaluate the impact of organisational policies, procedures and external frameworks on quality assurance activities.
2	Understand approaches to monitoring and evaluating quality within Further Education (FE) and Skills contexts.	2.1	Explain methods used to monitor and evaluate teaching, learning and assessment.
		2.2	Analyse the use of: • Learner feedback • Achievement data • Performance information within quality improvement activities.
		2.3	Evaluate approaches used to identify: • Strengths. • Areas for improvement. • Development priorities.
		2.4	Explain the importance of standardisation, consistency and fairness within assessment and quality assurance activities.
3	Be able to contribute to quality improvement activities within Further Education (FE) and Skills contexts.	3.1	Contribute to quality improvement activities within own professional practice.
		3.2	Use feedback and evaluation findings to identify improvements to teaching, learning or assessment practice.
		3.3	Apply reflective practice to support continuous professional improvement.
		3.4	Work collaboratively with others to support quality improvement activities where appropriate.
		3.5	Maintain records and information in accordance with organisational requirements.

4	Be able to evaluate quality assurance and improvement activities within own professional practice.	4.1	Evaluate the effectiveness of quality improvement activities within own practice.
		4.2	Analyse how quality assurance activities contribute to: • Learner participation. • Progress. • Achievement.
		4.3	Reflect upon own professional responsibilities in relation to quality assurance and continuous improvement.
		4.4	Identify actions for further professional development in relation to quality assurance and improvement practice.

Additional Assessment Guidance

Quality assurance and continuous improvement are fundamental components of professional practice within the Further Education and Skills sector. Candidates may draw upon a range of recognised quality improvement approaches, frameworks and sources of evidence when completing this unit.

Candidates should consider how quality assurance activities contribute to improving teaching, learning, assessment, learner experiences and organisational effectiveness. Evidence may be drawn from their own professional practice, organisational processes or wider sector examples.

Candidates may wish to explore the principles and approaches contained within the [Ofsted Education Inspection Framework \(EIF\)](#), particularly those relating to:

- Quality of Education.
- Behaviour and Attitudes.
- Personal Development.
- Leadership and Management.

Candidates may also draw upon the [Education and Training Foundation \(ETF\) Professional Standards for Teachers and Trainers](#), particularly in relation to reflective practice, professional development, evidence-informed teaching and continuous improvement.

When considering quality improvement activities, candidates may find it useful to explore:

- Self-Assessment Reports (SARs).
- Quality Improvement Plans (QIPs).
- Observation of Teaching, Learning and Assessment (OTLA).
- Learner Voice activities.
- Internal Quality Assurance (IQA) processes.
- Standardisation activities.
- Assessment and achievement data.
- Continuous Professional Development (CPD).
- Practitioner enquiry and reflective practice.

Candidates may also wish to consider evidence-informed approaches to improvement, including the use of:

- Learner feedback.
- Progress and achievement data.
- Observation findings.
- Peer review.
- Professional discussion.
- Research and practitioner enquiry.

When evaluating quality assurance activities, candidates should consider how evidence is used to identify strengths, areas for improvement and development priorities, whilst ensuring fairness, consistency and positive learner outcomes.

Relevant legislation and guidance may include:

- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).
- Organisational policies relating to quality assurance, assessment and information management.

The quality assurance and improvement activities selected should be appropriate to the candidate's role and organisational context. Candidates should demonstrate how quality assurance processes contribute to improving teaching, learning, assessment, learner participation, learner achievement and the overall effectiveness of Further Education and Skills provision.

For practical assessment criteria relating to quality improvement activities, learners should be assessed within a real working environment wherever possible. Where the timescales of the qualification prevent a learner from participating in a full quality improvement lifecycle, simulation of a realistic working environment may be used. This may be supported by appropriate work product evidence and expert witness testimony to enable the assessor to make a valid and reliable assessment decision.

Title:	Regulatory Compliance and Accountability in Further Education and Skills			Level:	5
				Credits:	10
Unit Number:	F/652/3699	TQT:	100	GLH:	40
Unit Purpose and Aims:	This unit develops candidates understanding of regulatory compliance, professional accountability and external oversight within Further Education (FE) and Skills contexts. Candidates will develop the ability to apply organisational, legal and professional requirements that support effective practice, learner protection, accountability and compliance within FE and Skills settings. This unit is informed by: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • DfE Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026. • ETF Professional Standards for Teachers and Trainers. • Ofsted Education Inspection Framework. • Ofqual General Conditions of Recognition. • Principles of regulatory compliance, accountability and ethical professional practice. • Safeguarding, equality, data protection and professional conduct requirements.				
Learning Outcomes		Assessment Criteria			
<i>The learner will be able to:</i>		<i>The learner can:</i>			
1	Understand regulatory compliance and accountability within Further Education (FE) and Skills contexts.	1.1	Explain the principles and purposes of regulatory compliance and accountability within FE and Skills.		
		1.2	Analyse the roles and responsibilities of: • Organisations • Individuals involved in regulatory oversight and accountability within FE and Skills.		

1	Continued	1.3	Explain the relationship between: • Compliance. • Learner protection. • Organisational effectiveness. • Public accountability.
		1.4	Evaluate the impact of: • Legislation • Regulatory frameworks • Organisational policies on professional practice within FE and Skills.
2	Understand regulatory, inspection and professional requirements within Further Education (FE) and Skills contexts.	2.1	Explain key regulatory, inspection and professional requirements relevant to FE and Skills provision.
		2.2	Analyse the importance of: • Accurate records • Learner evidence • Documentation in supporting compliance and accountability.
		2.3	Explain the purpose of organisational policies and procedures relating to: • Safeguarding. • Equality. • Data protection. • Professional conduct.
		2.4	Evaluate the impact of non-compliance, maladministration or malpractice on: • Learners. • Organisations. • Professional practice.
		2.5	Explain the relationship between funding requirements, learner participation and accountability processes within FE and Skills.

3	Be able to apply compliance and accountability requirements within own professional practice.	3.1	Apply organisational policies and procedures within own professional practice.
		3.2	Maintain records, documentation and learner information in accordance with organisational and regulatory requirements.
		3.3	Apply professional and ethical practices that support accountability, inclusion and learner wellbeing.
		3.4	Respond appropriately to compliance, safeguarding or professional concerns in accordance with organisational procedures.
		3.5	Work collaboratively with others to support regulatory and accountability requirements where appropriate.
4	Be able to evaluate compliance and accountability within own professional practice.	4.1	Evaluate the effectiveness of compliance and accountability practices within own professional role.
		4.2	Analyse how regulatory and accountability requirements support: • Learner protection. • Participation. • Organisational effectiveness.
		4.3	Reflect upon own professional responsibilities in relation to: • Compliance. • Regulation. • Accountability.
		4.4	Identify actions for further professional development in relation to regulatory compliance and professional accountability practice.

Additional Assessment Guidance

Regulatory compliance and accountability are essential components of professional practice within the Further Education and Skills sector. Candidates undertaking this unit should consider how regulatory requirements, organisational policies and professional standards contribute to protecting learners, maintaining public confidence and supporting the effective delivery of education and training.

Candidates may draw upon a range of relevant legislation, regulatory frameworks, professional standards and organisational procedures when completing this unit. Evidence may be drawn from their own professional practice, organisational documentation, case studies or wider sector examples.

Candidates may wish to explore the roles and responsibilities of key organisations involved in the regulation, inspection, funding and oversight of Further Education and Skills provision, including:

- [Ofsted](#)
- [Ofqual](#)
- [Department for Education \(DfE\)](#)
- [Skills England](#)
- Awarding Organisations and End-Point Assessment Organisations, where relevant to the learner's context.

When considering regulatory compliance and accountability, candidates may find it useful to explore:

- Organisational policies and procedures.
- Safeguarding and learner protection arrangements.
- Equality, Diversity and Inclusion (EDI) requirements.
- Professional codes of conduct.
- Quality assurance and quality improvement processes.
- Learner records and documentation.
- Data protection and information management.
- Funding and accountability requirements.
- Maladministration and malpractice prevention.
- Risk management and organisational governance.

Candidates may also wish to consider the importance of maintaining accurate records, learner evidence and documentation in supporting compliance, quality assurance and accountability within Further Education and Skills organisations.

Relevant legislation and statutory guidance may include:

- Equality Act 2010.
- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).
- Keeping Children Safe in Education (KCSIE).
- Safeguarding Vulnerable Groups Act 2006.
- Prevent Duty Guidance.
- Counter-Terrorism and Security Act 2015.
- Health and Safety at Work etc. Act 1974.
- Organisational safeguarding, data protection and professional conduct policies.

Candidates may also find it beneficial to review relevant regulatory and inspection frameworks, including:

- [Ofsted Education Inspection Framework \(EIF\)](#)
- [Ofqual General Conditions of Recognition](#)
- [ETF Professional Standards for Teachers and Trainers](#)

The legislation, guidance and frameworks selected should be appropriate to the candidate's role and organisational context. Candidates should demonstrate how compliance and accountability requirements contribute to learner protection, professional integrity, organisational effectiveness and the maintenance of high-quality Further Education and Skills provision.

Title:	Personal Tutoring and Learner Progression in Further Education			Level:	5
				Credits:	10
Unit Number:	M/652/3700	TQT:	100	GLH:	40
Unit Purpose and Aims:	This unit develops candidates understanding and application of personal tutoring and learner progression support within Further Education and Skills contexts. Candidates will develop the ability to provide effective academic, pastoral and progression support that promotes learner participation, achievement, wellbeing and progression.				
	This unit is informed by: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • DfE Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026. • ETF Professional Standards for Teachers and Trainers. • Safeguarding, wellbeing and learner support principles. • Equality, diversity and inclusive practice principles. • Principles of learner progression, guidance and professional boundaries.				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the role and responsibilities of personal tutoring within Further Education (FE) and Skills.	1.1	Explain the purposes and functions of personal tutoring within FE and Skills.		
		1.2	Analyse the roles and responsibilities of personal tutors in supporting: • Learner participation. • Achievement. • Progression.		
		1.3	Explain professional boundaries and ethical considerations relevant to personal tutoring activities.		

1	<i>Continued</i>	1.4	Evaluate the impact of organisational policies and procedures on personal tutoring practice.
2	Be able to support learner participation, wellbeing and progression within Further Education (FE) and Skills contexts.	2.1	Identify learner support and progression needs within FE and Skills contexts.
		2.2	Apply communication and interpersonal strategies that support: • Learner engagement. • Confidence. • Participation.
		2.3	Within own role, provide appropriate: • Academic support. • Pastoral support. • Progression support.
		2.4	Promote learner motivation, independence and personal responsibility.
		2.5	Identify situations requiring referral or additional support in accordance with organisational procedures.
3	Be able to plan and implement personal tutoring activities within Further Education and Skills.	3.1	Plan personal tutoring activities that support learner development and progression.
		3.2	Support learners to set appropriate personal, academic or progression targets.
		3.3	Use appropriate records and documentation to support personal tutoring activities.
		3.4	Work collaboratively with others to support learner progression and wellbeing where appropriate.
		3.5	Apply inclusive approaches that support learner participation and achievement.

4	Be able to evaluate personal tutoring and learner progression support within own professional practice.	4.1	Evaluate the effectiveness of personal tutoring approaches used within own professional practice.
		4.2	Analyse how personal tutoring activities support: • Learner retention. • Achievement. • Progression.
		4.3	Reflect upon own professional practice in relation to personal tutoring and learner support.
		4.4	Identify actions for further professional development in relation to personal tutoring and learner progression support.

Additional Assessment Guidance

Personal tutoring plays a significant role in supporting learner participation, wellbeing, achievement and progression within the Further Education and Skills sector. Candidates undertaking this unit should consider how effective personal tutoring contributes to positive learner experiences whilst maintaining appropriate professional boundaries and working within organisational policies and procedures.

Evidence for this unit should be generated through the candidate's own professional practice wherever possible. Where aspects of personal tutoring are not routinely undertaken within the candidate's role, appropriate evidence may also be drawn from organisational documentation, professional discussions, case studies, simulated activities or wider sector examples.

Candidates may wish to explore the purposes and functions of personal tutoring, including:

- Academic guidance and learning support.
- Pastoral support and learner wellbeing.
- Attendance, engagement and retention.
- Learner motivation and confidence.
- Target setting and progress reviews.

- Progression planning and careers education, information, advice and guidance (CEIAG).
- Promoting learner independence and personal responsibility.
- Supporting equality, diversity and inclusion.

When considering learner support and progression, candidates may find it useful to explore:

- Identifying barriers to learning and participation.
- Recognising safeguarding or wellbeing concerns.
- Communication and interpersonal skills.
- Effective questioning and active listening.
- Learner reviews and progress monitoring.
- Setting smart targets.
- Maintaining appropriate records and documentation.
- Referral procedures and multi-agency working.
- Collaborative working with curriculum staff, support services and external agencies, where appropriate.

Candidates should understand the importance of working within professional boundaries and recognising when specialist support is required. Referral arrangements should always be undertaken in accordance with organisational policies and procedures and within the limits of the candidate's own professional role.

Relevant legislation, statutory guidance and professional frameworks may include:

- Equality Act 2010.
- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).
- Prevent Duty Guidance.
- Safeguarding Vulnerable Groups Act 2006.
- Health and Safety at Work etc. Act 1974.
- Organisational safeguarding, learner support, wellbeing and data protection policies.

Candidates may also find it beneficial to review relevant professional standards and sector guidance, including:

- [ETF Professional Standards for Teachers and Trainers](#)
- [Learning and Skills Teacher Occupational Standard \(ST0149\)](#)
- Organisational personal tutoring, learner support and progression procedures.

The legislation, guidance and frameworks selected should be appropriate to the candidate's role and organisational context. Candidates should demonstrate how effective personal tutoring supports learner engagement, achievement, wellbeing and progression whilst maintaining professional boundaries and contributing to inclusive Further Education and Skills provision.

Title:	Coaching and Mentoring in Further Education and Skills			Level:	5
				Credits:	10
Unit Number:	R/652/3701	TQT:	100	GLH:	40
Unit Purpose and Aims:	This unit develops candidates understanding of coaching and mentoring within Further Education and Skills contexts. Candidates will develop knowledge of the roles, responsibilities and professional skills required to effectively support the development, progress and wellbeing of learners and colleagues through coaching and mentoring approaches. This unit is informed by: • Learning and Skills Teacher Occupational Standard (ST0149) v1-4. • DfE Diploma in Teaching (Further Education and Skills) Qualification Framework May 2026. • ETF Professional Standards for Teachers and Trainers. • Principles of coaching, mentoring and reflective practice. • Safeguarding, confidentiality and professional conduct requirements. • Equality, diversity and inclusive practice principles.				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand coaching and mentoring within Further Education (FE) and Skills contexts.	1.1	Explain the benefits of: • Coaching • Mentoring for individuals and organisations.		
		1.2	Compare the purposes and characteristics of: • Coaching. • Mentoring.		

1	<i>Continued</i>	1.3	Explain situations where coaching approaches may be more appropriate than mentoring approaches.
		1.4	Explain situations where mentoring approaches may be more appropriate than coaching approaches.
		1.5	Analyse potential barriers to effective coaching and mentoring relationships.
		1.6	Explain strategies for overcoming barriers to coaching and mentoring.
		1.7	Evaluate the importance of reflective practice within coaching and mentoring activities.
		1.8	Explain professional responsibilities relating to: • Safeguarding • Confidentiality • Privacy and data protection within coaching and mentoring activities.
2	Understand the role and responsibilities of a mentor within Further Education (FE) and Skills contexts.	2.1	Explain the purpose and importance of mentoring agreements.
		2.2	Explain what is required of an effective mentor, including the: • Skills. • Qualities. • Behaviours.
		2.3	Analyse how own: • Values • Attitudes • Emotional awareness may impact mentoring practice.
		2.4	Evaluate approaches used to establish and maintain effective mentoring relationships.
		2.5	Describe the characteristics of safe, inclusive and supportive mentoring environments.

2	Continued	2.6	Identify: - Internal sources of support - External sources of support available to mentors.
		2.7	Evaluate methods used to identify, agree and review mentoring goals and outcomes.
		2.8	Explain the responsibilities of mentees in relation to participation and personal development.
3	Understand the role and responsibilities of a coach within Further Education (FE) and Skills contexts.	3.1	Explain the purpose and importance of coaching agreements.
		3.2	Explain what is required of an effective coach, including the: - Skills. - Qualities. - Behaviours.
		3.3	Analyse how own: - Values - Attitudes - Emotional awareness may impact coaching practice.
		3.4	Evaluate approaches used to establish and maintain effective coaching relationships.
		3.5	Describe the characteristics of safe, inclusive and supportive coaching environments.
		3.6	Identify internal and external sources of support available to coaches.
		3.7	Evaluate methods used to identify, agree and review coaching goals and outcomes.
		3.8	Explain the responsibilities of those being coached in relation to participation and personal development.
		3.9	Evaluate the importance of reflective practice within coaching activities.

Additional Assessment Guidance

Coaching and mentoring are recognised approaches that support professional learning, personal development and continuous improvement within the FE and Skills sector. Candidates undertaking this unit should consider how coaching and mentoring contribute to the development, confidence, performance and wellbeing of learners, colleagues and other individuals whilst maintaining appropriate professional boundaries and ethical practice.

Evidence for this unit may be generated through the candidate's own professional practice wherever possible. Where opportunities for coaching or mentoring are limited within the candidate's role, evidence may also be drawn from organisational documentation, professional discussions, case studies, simulated activities or wider sector examples.

Candidates may wish to explore the purposes and characteristics of coaching and mentoring, including:

- Supporting professional learning and development.
- Developing knowledge, skills and confidence.
- Facilitating reflective practice.
- Improving performance and achieving agreed goals.
- Promoting learner or colleague wellbeing.
- Supporting career progression and continuing professional development.
- Building professional relationships based on trust, respect and mutual responsibility.

When comparing coaching and mentoring approaches, candidates may find it useful to consider:

- The differing purposes and intended outcomes.
- Directive and non-directive approaches.
- Goal-focused and developmental conversations.
- Questioning, active listening and constructive feedback.
- Facilitating self-reflection and problem-solving.
- Sharing knowledge, experience and professional expertise.
- Establishing clear expectations and professional boundaries.
- Recognising when coaching or mentoring is the most appropriate approach.

Candidates should understand the importance of establishing clear coaching and mentoring agreements. Agreements may include:

- Agreed aims and objectives.
- Roles and responsibilities.
- Confidentiality arrangements.
- Frequency and duration of meetings.
- Review arrangements.
- Professional boundaries.
- Arrangements for ending the coaching or mentoring relationship.

When considering effective coaching and mentoring practice, candidates may wish to explore:

- Building rapport and trust.
- Effective communication and interpersonal skills.
- Emotional awareness and emotional intelligence.
- Recognising and managing unconscious bias.
- Promoting equality, diversity and inclusion.
- Creating psychologically safe and supportive environments.
- Identifying and overcoming barriers to participation.
- Setting, monitoring and reviewing agreed goals.
- Evaluating progress and outcomes.
- Maintaining accurate and appropriate records where required.

Candidates should understand the importance of recognising the limits of their own role and competence. Where safeguarding concerns, wellbeing issues or additional support needs are identified, appropriate action should be taken in accordance with organisational policies and procedures.

Relevant legislation, statutory guidance and professional frameworks may include:

- Equality Act 2010.
- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).
- Keeping Children Safe in Education (KCSIE).
- Safeguarding Vulnerable Groups Act 2006.
- Prevent Duty Guidance.
- Health and Safety at Work etc. Act 1974.

- Organisational safeguarding, confidentiality, data protection and professional conduct policies.

Candidates may also find it beneficial to review relevant professional standards and sector guidance.

The legislation, guidance and frameworks selected should be appropriate to the candidate's role and organisational context. Candidates should demonstrate how coaching and mentoring approaches support professional learning, personal development and continuous improvement whilst maintaining safe, ethical and inclusive practice within FE and Skills contexts.

Appendix One – Placement Log Template

Candidate Details

Candidate Name	
Training Centre	
Qualification	ProQual Level 5 Diploma in Teaching (FE and Skills)
Start Date	
Expected Completion Date	

First Placement

Placement Provider

Provider Name	
Department/Area	
Address	
Placement Start Date	
Placement End Date	

Subject Mentor

Name	
Job Title	
Email	
Telephone	

Pastoral Mentor

Name	
Job Title	
Email	
Telephone	

Candidate Role and Responsibilities

A brief description of your role during this first placement.

Placement 1 Activity Log

Date	Activity Type and Brief Description (e.g. teaching practice, wider professional practice etc.)	Hours	Mentor Initials

Placement 1 Totals

Activity	Hours
Teaching Practice	
Wider Professional Practice	
Total Placement Hours	

Mentoring Record – Placement 1

Date	Mentor Initials	Summary of Discussion/Feedback/Agreed Actions

Observation of Teaching and Learning (OTL) Record – Placement 1

Date	Session/Topic & Mode <i>(mode = in person or remote)</i>	Observer Initials	Outcome/Key Feedback

Continuing Professional Development (CPD) Record – Placement 1

Date	Activity	Learning / Impact on Practice

Second Placement

Placement Provider

Provider Name	
Department/Area	
Address	
Placement Start Date	
Placement End Date	

Subject Mentor

Name	
Job Title	
Email	
Telephone	

Pastoral Mentor

Name	
Job Title	
Email	
Telephone	

Candidate Role and Responsibilities

A brief description of your role during this second placement.

Placement 2 Activity Log

Date	Activity Type and Brief Description (e.g. teaching practice, wider professional practice etc.)	Hours	Mentor Initials

Placement 2 Totals

Activity	Hours
Teaching Practice	
Wider Professional Practice	
Total Placement Hours	

Mentoring Record – Placement 2

Date	Mentor Initials	Summary of Discussion/Feedback/Agreed Actions

Observation of Teaching and Learning (OTL) Record – Placement 2

Date	Session/Topic & Mode (mode = in person or remote)	Observer Initials	Outcome/Key Feedback

Continuing Professional Development (CPD) Record – Placement 2

Date	Activity	Learning / Impact on Practice

Overall Placement Summary

Teaching Practice Hours

Placement	Hours
Placement 1	
Placement 2	
Total Teaching Practice Hours	

Wider Professional Practice Hours

Placement	Hours
Placement 1	
Placement 2	
Total Professional Practice Hours	

Overall Placement Hours

Requirement	Hours
Total Placement Hours Completed	
Minimum Required	250

Declaration and Confirmation

Candidate Declaration

I confirm that this Placement Log is an accurate record of my teaching practice, wider professional practice, mentoring, observations and continuing professional development undertaken during the qualification.

Candidate Signature:

Date:

Course Tutor/Assessor Confirmation

I confirm that this Placement Log has been reviewed and provides an accurate record of the candidate's placement activities.

Name:

Signature:

Date:

Appendix Two – ProQual Range and Diversity Confirmation Record

(Mandatory Supplementary Evidence Record)

This record must be retained for internal and external quality assurance.
It evidences occupational range and does not amend qualification requirements.

Candidate Details

Candidate Name	
Training Centre	
Qualification	ProQual Level 5 Diploma in Teaching (FE and Skills)
Course Tutor/Assessor	
Subject Mentor	
Pastoral Mentor	
Start Date	
Expected Completion Date	

Teaching Context Range

Tick where demonstrated and reference evidence.

Group Size

Context	✓	Evidence Ref
1:1 or very small group (1–3)	☐	
Small group (4–9)	☐	
Larger group (10+) OR simulated equivalent	☐	

Delivery Mode

Mode	✓	Evidence Ref
Face-to-face	☐	
Online or blended delivery	☐	
Development of independent learning resources	☐	

Learner Diversity

Tick where experienced or evidenced through planned adaptation/simulation.

Diversity Factor	✓	Evidence Ref
Mixed ability levels	☐	
Differentiation strategies applied	☐	
SEND/additional learning needs considered	☐	
Cultural/language diversity considered	☐	
Behaviour management strategies demonstrated	☐	

Where diversity was limited, describe how occupational range was supplemented (e.g., micro-teach, adapted planning task, scenario response):

Teaching & Assessment Range

Demonstrated	✓	Evidence Ref
Variety of teaching strategies	☐	
Formative assessment strategies	☐	
Feedback (written and verbal)	☐	
Adaptation of assessment for learner need	☐	

Candidate Reflective Statement *(Approx. 200–300 words)*

Explain how you have demonstrated sufficient range of teaching practice and inclusive strategies to meet occupational standards, particularly where natural classroom diversity or group size was limited:

Candidate Declaration

I confirm that the information contained within this ProQual Range and Diversity Confirmation Record accurately reflects the range and breadth of my teaching practice undertaken during the qualification.

Candidate Signature:

Date:

Tutor/Assessor Confirmation

I confirm that:

- ☐ The candidate has demonstrated sufficient breadth of teaching practice.
- ☐ Any limitations in natural range have been appropriately supplemented.
- ☐ Occupational standards expectations have been met.

Tutor/Assessor Name:

Signature:

Date:

Appendix Three – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



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